

Pacific Island Bible Textbook One

A teacher's guide for years 1-4 of religious education in Seventh-day Adventist schools in the Pacific Islands.

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Pacific Island Writing Committee
South Pacific Division of Seventh-day Adventists

ACKNOWLEDGEMENTS

In producing a textbook/resource like this many people are involved behind the scenes. The members of the writing committee are mentioned in the next section and I wish to thank them for their enthusiastic approach to this huge amount of work. To their schools who arranged for them to travel away for up to 2 weeks each year for the last 3 years a big thankyou also.

The South Pacific Division has contributed many dollars to this project and I thank them for their support and commitment to this project.

A number of schools and teachers have trialled some of our early attempts of story plans and their comments and evaluations have been most helpful. The final year Sonoma Teacher Trainees contributed significantly to the Volume 10 story plans. Thank you all for your input.

To the 100 plus teachers who took the time to respond to the initial survey that was sent out late in 2003, thank you for taking the time to respond. Your responses helped us form the basis for this project and helped us to remain focused on what the real needs were in the field, especially in isolated schools, many operating with untrained teachers.

I want to especially thank my Secretary, Cathy Kingston, who has typed all of this material many times over. It has been a huge job and required work at home at times. It has all been done most professionally, and without complaints.

Finally I wish to acknowledge God's continued leading and inspiration in this work. From the initial inspiration of Uncle Arthur's Bible Stories to the creativity that has been documented on the following pages, I give praise and honour to our Master Teacher. May these pages be used to draw many children to salvation and to working with others for their salvation as well.

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INTRODUCTION

The SPD goal for education is to "...have the image of God restored in each child attending an Adventist school." This goal is achieved through all subjects taught and the example of teachers at the school. It is most directly taught through Bible. The Bible program is the heart of Adventist education.

A recent survey taken through the SDA schools in the Pacific indicated that very few schools were happy with their Bible program. Many texts were broken, missing, old, failed to have cultural relevance, and were difficult and complicated to use.

In 2004 a Pacific Bible Writing Committee was formed. The members were:

Joan Cornelius,	Mirriwinni Gardens,	NSW,	AUC
Abbi Nason,	Tau Primary School,	Solomon Islands,	TPUM
Kalo Tamale,	Hilliard SDA Primary School,	Tonga,	TPUM
Maxine Tau,	South Auckland SDA Primary School,	New Zealand,	NZPUC
Lucy Vuniwa,	Suva SDA Primary School,	Fiji,	TPUM
Jeffrey Wadah,	Sonoma College,	PNG,	PNGUM
Ken Weslake,	Chairman,	SPD.	

The goal for the work of the committee was:

To produce a high quality, easy to use Bible textbook/resource that will enable the SDA Primary teachers throughout PNGUM, TPUM and some of NZPUC to lead their students to Christ and develop a lifelong relationship with him.

Pilot schools were chosen to assist in the trialling and writing of story plans. These schools were

Kempsey Adventist Primary School,
Mirriwinni Gardens Aboriginal Academy,
Sonoma Demonstration School,
Napapara Adventist School,

Beulah SDA Primary,
Hilliard SDA Primary School,
Aruligo Adventist School,
Aitutaki Adventist School.

Suva Adventist Primary,
Kukum Adventist School,

The committee made a number of significant decisions as well.

1. That the Uncle Arthur Bible Stories set be used as the main supporting resource.
2. That each term will have a theme with a variety of stories for the teachers to choose from.
3. That activities be grouped around the multiple intelligences approach.
4. That the programme be run over an 8 year timeframe.

LOWER CYCLE	Yr 1	Volumes 1 through to Book 2 part 2
	Yr 2	Volumes 2 part 3 through to Book 3 part 4
	Yr 3	Volume 4
	Yr 4	Volumes 5 and 6

UPPER CYCLE	Yr 5	Volume 7
	Yr 6	Volume 8
	Yr 7	Volume 9
	Yr 8	Volume 10

5. That Goals, Aims and learning outcomes relate to the head, heart and hands approach.
6. That emphasis is placed on God's relationship to me, my relationship to God and my relationship to others.
7. That the final document be written and formatted in such a way that untrained teachers would find it easy to use.

8. That the final document be written and formatted in such a way that teachers in isolated areas with very limited resources would find it easy to use.

The work of the committee represents an exciting new period in resourcing Pacific education. We believe the expertise and resourcing lies within the grasp of Pacific teachers themselves. It has been a pleasure to assist in co-ordinating and producing this new Bible resource for the Pacific.

As you progress through this text you will find ideas that work well and some that don't seem to work or fit your particular school setting. If you do develop a new activity or idea that works well for you, why not share it around? There will be a future revised edition of this text, perhaps within the next 5 years. Please share your successes, failures and frustrations with me as this will assist in refining the text for future users. Please note my e-mail address at the end of the Acknowledgement page.

May God bless each of you as you reveal God through the stories and lead the students to love and commit their lives to Him through the supporting activities from His word.

ADVENTIST WORLD VIEW

All cultural groups have a world view. This simply means the way in which we see the world. We are not talking visually seeing, but rather how we answer questions like

1. Who is God?
2. Who is man?
3. What happened to man after creation?
4. What has God done to rectify this situation?
5. What is the part of the teacher in this process?
6. How is everything going to end?

Answers to these and many more questions are found in the scriptures and become the important areas that students need to know as they progress through the Bible.

Put simply the Bible tells us that God is an infinite God of supreme love. From this love flowed a desire to create man and woman. These He gave freedom of choice to obey or disobey. Unfortunately Adam and Eve decided to disobey. God then carried out His plan of saving them for His kingdom. To achieve this He sent His only Son Jesus who lived as one of us, but sinlessly, and died for and because of our sins. As a result he is coming to take all who have given their lives to Him back to heaven, so that the perfect world that God originally planned can exist at last.

Christians believe this story, with Seventh-day Adventist believing it with an emphasis on the worship of God on each Sabbath day and the belief that Jesus is soon to return to this earth to save all who have accepted him.

This world view is reflected in the Uncle Arthur Bible stories. These volumes form the basis of this Bible program. As the stories are used, teachers need to remember that they are to be used to build an understanding of the big picture - the world view. Often in the past the story was all important and often stood alone. Now it is important for the student to see and understand how each story fits into the Adventist world view and how each story forms part of the big picture God is trying to draw for us.

THE STRUCTURE OF THE BIBLE PROGRAM

As mentioned earlier this Bible program is based on Uncle Arthur's Bible Stories. The Uncle Arthur Bible stories are divided into 10 Volumes. These volumes or books cover the main stories of the Bible from Genesis through to Revelation. Each book is divided into 4 Parts. These parts are given themes which relate to the group of stories covered by each part. Each part is divided into individual stories. Some parts have as few as 6 stories or as many as 15 depending on the grouping.

THE STORY PLANS

The Story Plan is a series of teaching activities based on a Bible story. It is not a lesson plan, but as the title indicates, is a group of lessons based on the story. There are a number of key parts to the Story Plan. These will now be listed and explained.

THEME

The theme will match the theme from the Bible Story book. For example it may be **Stories of Jacob, Esau and Joseph**.

STORY

The title here will match the story title in the Bible Story book. For example it may be **Blood on the Doorposts**

BIBLE

This will match the Bible reference listed under the story title. For example it may be **Genesis 41:1 – 43**

UABS

This stands for **Uncle Arthur's Bible Stories** and gives the Volume/Part/Story Number. For example **6/1/7** would mean **Volume 6, Part 1, Story 7** which is **Thrown into the Flames**

PAGES

This is the page reference for the story. For example it may be **9 – 14**

MEMORY VERSE

The memory verse for the story is listed and should be taught to each child along with the reference. It may be. **Proverbs 20:11**
Even a child is known by his doing, by whether his work be pure and right.

FOCUS

This gives the focus or main idea to be developed through the lesson activities for the story. For example it could be **God keeps His promise.**

FOCUS QUESTIONS

These questions are used to introduce a story by discussion with the students. For example it could be **Have you seen a bird's nest with chicks inside? What did you see?** Encourage the students to answer and discuss these questions. Feel free to build on the student's ideas and expressions of feelings during these discussions and ask more questions of your own.

OUTCOMES

This column has three main boxes and will be explained in more detail below. There are outcome statements listed for each of the sections. The Teaching Strategies will usually match and support these statements.



This symbol represents the **Head**. This means the outcomes are knowledge based and deal with the details of the story. They involve recall, remembering, believing and developing understanding of some of the bigger issues of the story.



This symbol represents the **Heart**. This means the outcomes are responsive and linked with the emotional part of our being. They involve feelings, accepting Christ into our lives, conviction, commitment, willingness.



This symbol represents the **Hands**. This means the outcomes are about service. These activities are about responding to the story in practical ways in service to others.

TEACHING STRATEGIES

This section of 5 columns lists a variety of teaching activities for each of the 3 sets of outcomes. These columns are based around the multiple intelligences approach to learning. Basically we now understand that we all learn differently. The 5 main ways used in the Story Plans are Talking/Writing, Ordering, Touching/Making, Looking/Seeing, Musical/Hearing. It is interesting to note that in Pacific Island and PNG teachers' in-services the multiple intelligences of musical/artistic and talking were assumed to be the preferred learning style as both of these styles feature strongly in the Polynesian and Melanesian cultures. But testing has found otherwise. For some people ordering and looking are the strongest. So for the students, they will have different learning styles also. The column headings mean:

Talking/Writing (Verbal) This represents the learning that comes via language, for example reading, writing and speaking. Such students may enjoy reading, speaking, writing, playing word games, making up stories and poems, debating, and creative writing.

Ordering (Logical) This represents the learning that comes through understanding patterns and relationships. Such students may enjoy puzzle solving, experimenting, analysing, working with numbers, solving problems, and organising events.

Touching/Making (Kinaesthetic) This represents the learning that comes through doing. This learning is linked to body movement. Such students may enjoy physical movement, dancing, making and inventing things with their hands, acting, drama, mimicking other's actions, helping to set up rooms.

Looking/Seeing (Visual) This represents learning that comes through seeing. This learning is linked to images, patterns, designs and visual pictures in the head. Such students may enjoy drawing, painting, patterns, jigsaw puzzles, pretending, and imagining.

Musical/Hearing (Musical) This represents learning that comes through sound, tones, beats and musical patterns. Such students may enjoy creating music, listening to music and sound patterns, mimicking sounds, and creating poetry.

There are two other sections that are not listed but need to be mentioned in terms of learning styles. They are **Individual and Group work**. There are no separate sections listed on the Story Plan for these, but it must be kept in mind that some students learn better while working on their own and others prefer to learn in groups. Neither way is better, but each represents a style more suited to some students than to the rest. Therefore as you plan your teaching activities recognise that some students prefer to work on their own while some prefer to work in groups.

WRAP UP QUESTION

This question remains the same for each Story Plan. It needs to be asked at the end of each Story Plan and discussed with the students. In other words, they have learned many things from the story but they need to be drawn back to the big picture question again and again. How is God working in this story? What part does this story play in the big picture of God rescuing this world from sin? What is God really saying or doing or being in this story?

As students discuss this question with the teacher and other class members they broaden their understanding of the Bible stories and its meaning and application to their lives.

HOW DO WE TEACH FROM THIS TEXTBOOK?

Planning - Before School Begins.

In consultation with your Principal decide which book you will be teaching from for the year. In a large school where there is only 1 grade per classroom the program will operate across the school on a 1 year cycle. In other words each class will cover the same material each year. Where there are 2 grades in each class the class will operate a 2 year cycle. For example in the first year the book covered may be volume 3, while the following year the book will be volume 4. Where the class has 3 grades then a 3 year cycle will operate and so on.

Take the Bible Story book and browse through it along with the textbook. Notice how they match each other in the themes and range of stories. Think about some of the interesting activities that you could do with the students. Notice that you will not usually have to neither write any notes on the chalk board nor draw pictures. Those days are gone. Students learn best by being active and involved and this textbook tries to make the most of that.

Now set about dividing the book into your school terms. Where there are 4 terms in the year this should be fairly easy. Where there are 3 terms in the year the division will not be as clear cut.

For Year 1 students you will need to plan how you will deal with 48 stories over a period of up to 40 weeks. This is a similar problem for Year 4 students who have to cover volume 5 and 6 in one year. That is 81 stories in around 40 weeks.

It is important to remember that we want to use the stories to lead the students to give their lives in total commitment to Christ. Each story can build on this process. So it is not as important to cover every story. It is better to cover a few stories well and enjoyably than to cover them all quickly and without time for the students to respond in a meaningful way to them.

While each story plan is designed to last about 1 week, this is not an absolute rule. You may find that some stories are very interesting for the students and they would enjoy working on it longer than a week. This is fine and you should plan accordingly. You may find that there are 15 stories to get through in 10 weeks. Rather than rushing all of the stories and covering them in less than a week, you may decide to miss out some of the less important stories.

The main thing to remember is that you as the teacher are in charge and will decide how the Bible program will operate. If a Story Plan needs more time then you are able to plan that way. If you wish to cut back on a story or spend less time on it then that is your choice accordingly. You are the teacher and any directives given in this textbook are guidelines only and not meant to be followed slavishly.

Planning – Preparing the class for the year.

One of the important things that will take place at the beginning of the year is to find out what learning styles your students have. This short test (See Appendix 1 at the end of this section) will help you find that out. It may not be useful for students below Grade 2 or second year of school as they need to be able to read. For students who may struggle with this test another method you can use is just as effective. Over the first month of the work give a range of activities from the Story Plans. Watch you students and their involvement in the activities. Those students that do well in one activity rather than in another have a learning style in that area. Another way to determine this is to give a range of activities for the students to choose from. Take note of which students choose which activities. This will also be a good indicator of their learning style too.

It is not necessary for students to work with their learning style activity all of the time. Initially it may be easier for the teacher to just run one activity each day and then build from there. It is possible to have 5 different activities running at the same time. This will take good preparation and understanding by the teacher.

Another area to take note of is the Hand or Service activity. Some of these will take more than just one lesson to complete or perform. A number of these activities need to be carried out away from school. For example a visit to a clinic or hospital, or taking food to a sick person in the village, or putting on a program at church, or AYs or at the Market. You may have to choose only a few service activities and work on these over a number of weeks in order to complete them well. The success of each service activity will always depend on thorough preparation.

Planning – A typical week.

A typical week is taken as Monday to Friday. Bible lessons should be at least 30 minutes long or longer. Your timetable will tell you how long they should run for.

You will need the correct Uncle Arthur's Bible Story volume, the textbook and any other resources you may wish to use.

Monday

Introduce the lesson by asking the **Focus Questions**. Once you have answers for these questions involve the students in a discussion about the questions. Seek to find out what they think and how they feel. Encourage them to think for themselves rather than give you the answers that they think you wish to hear. For most of the **Focus Questions** there are no right or wrong answers. They are generally asking for a past experience and the child's reaction to it or an opinion on an issue.

Lead the discussion into introducing the story. You could look up the **Bible Reference** and read that with the students then read the story to them and show the pictures as you read. At the end of the story talk about what you have read and seek the students' input as well. Encourage them to ask questions about the story itself.

Remember that each story is designed to give the student a bigger picture of God and the way He deals with us. Also, it is important that the students be led to love God and accept Him into their lives regardless of their age.

As a wrap-up activity have the students copy and learn the **Memory Verse**. There are a number of ways that students can learn **Memory Verses** in an enjoyable way. (See Appendix 2) Review the **Memory Verse** each day at the end of each lesson.

Tuesday

The lesson for this day centres on the Head activities. Take a look at the **Outcomes** statement. Try to teach in such a way that this will be the outcome of the lesson. Use any of the activities listed or you may think of better ones or more suitable ones for your students or your situation. Note that while many of the activities are different for the different learning styles there are many which are very similar but have a different emphasis depending on the learning style. Remember that this day is based on knowledge. The students need to know the story and its details. At the end of the activities, have the students share what they have achieved. Notice that there is not a

copy from the blackboard activity or draw and colour in the picture. Those days are gone for Bible! Once again at the end of the lesson review the **Memory Verse**.

Wednesday

The teaching activities for Wednesday are based on the **Heart** activities. These activities are designed to reach the heart of the child. This is where the child responds to the story with their feeling, their heart. It is here that they are challenged to make a commitment to Christ and his love. At the end of the lesson, have the students share their efforts or give a testimony for Jesus. Remember to review the **Memory Verse**.

Thursday

The **Hands** are the centre of the activities. This lesson is spent on doing a service activity based on the story. Some service activities are based on the whole class working on separate activities for a common program or project. Others are quite separate and not linked at all. The purpose of the service activities is that someone other than the student will be blessed. It may be another classmate, a teacher, a pastor, or someone in the community. During the preparation for the service activity remind the students of how it links with the story of the week. Once again review the **Memory Verse**.

Friday

The lesson for this day can be spent in review and discussing the **Wrap up question**. It may also be spent finishing off the preparations for the service activity of the day before. The students should know the **Memory Verse** by now and take pride in saying it.

As noted earlier, the service activity can be spread over a number of weeks, depending on how long it will take to complete. This is an acceptable practice. Remember though to plan it thoroughly.

Planning Assessment

The writing committee has decided that assessment will be conducted in the following manner:

- a. Teachers would choose 2 assessment times during each term.
- b. There would be 2 assessment activities to come from the Head, 2 to come from the Heart and 2 to come from the Hands.
- c. Each child chooses which Multiple Intelligence activity they will be assessed on during the assessment timeframe.
- d. Assessment grades would be given as developing, mastered and excellence.

For the year there will be a total of 8 assessment times. During each term the teacher will choose 2 assessment weeks. In the past, most schools ran exams twice a year or sometimes more often. In order to keep up with the latest in assessment methods worldwide, there will be no exams or tests as such. Rather the teacher will allocate at the beginning of the year which 2 weeks each term will be used for assessment. For schools operating on 3 terms, there will still be 8 assessment tasks. 2 tasks for each part of the Bible Story volume being used.

When these weeks come around, the lessons for that week will be taught just as normal. Students will be allowed to choose the activity they wish and complete it. They will be told the activity is an assessment activity and encouraged to complete it to the best of their ability. At the end of each activity the students work will be collected for grading or observed while the student participates.

To grade the work the teacher is looking for the following: (This will be the assessment criteria.)

For the **Head** the teacher is looking for correct knowledge and understanding of the story depending on the activity chosen.

For the **Heart** the teacher is looking for a response according to the activity chosen.

For the **Hands** the teacher is looking for involvement and willingness to participate to bring joy and happiness to another.

The **Memory Verses** should also be tested.

There will be no grades as such. For example there will be no 90% or 10% or 3 out of 5 etc. Rather there will be three categories: **developing, mastered** and **excellence**.

Developing means that the student has not yet mastered the knowledge, or response or service activity. They have a way to go before they have mastered the activity.

Mastered means that the student has achieved the intention of the activity.

Excellence means that the student has gone past what was expected and completed an activity to a very high standard or with maximum involvement. It will be up to each teacher to decide just how the students will be graded.

Each assessment activity will be recorded on a sheet with the students' names on for the whole class. At the end of the year, each student should have 8 assessments having a balance of the **Head, Heart** and **Hand** and **Memory Verse** activities. (See Appendix 6).

THEME Stories of Creation

STORY Back to the Beginning

BIBLE Genesis 1:1

UABS Vol 1-1-1

PAGES 13-16

MEMORY VERSE Genesis 1:1 "In the beginning God created the heavens and the earth."

FOCUS In the Beginning GOD. Life originated from God.

FOCUS

Where do you come from?

Where do the mountains come from?

QUESTIONS

Where do the roosters come from?

OUTCOMES	TEACHING STRATEGIES				
At the end of this story students will:	Speaking/Writing	Ordering	Touching/Making	Looking/Seeing	Musical/Hearing
 <p>Understand that in the beginning God.... Retell the story of beginnings....</p>	Tell or write about the beginning and how things happened after that.	Beginning with you, count back to parents, grandparents, and beyond for 10 generations. How many people are there?	Take the children on a bush walk. Collect 5 different nature items. Use these to tell the story of beginnings.	Visit a farm and make a record of what animals are seen there.	Write a song about creation week or God being the beginning of everything. Add words to a song about creation the class already knows.
 <p>Accept and believe that God is the beginning of everything.</p>	Testimonies (share) "I believe that I came from God because...."	Start with God, then Adam and Eve. Allow 4 children to each generation group -equal male and female. How many children after 10 generations.	Create a movement sequence to show that God is in the beginning.	Create a poster illustrating God is the beginning of life.	Write a psalm of praise to God for being the beginning of everything.
 <p>Share an object lesson to show that God is the beginning of everything.</p>	Prepare a 3-5 minute talk for Church telling about God being the beginning of everything.	Demonstrate in Church how God was the beginning of everything. Use Bible texts to help.	Banner (handprints) shows identity (back to God). Display this at church.	Draw a picture/poster showing God is the beginning. Place a suitable Bible text and give to a sick person in the community.	Create songs about God being the beginning and share with the Sabbath School.
WRAP UP QUESTION How do you see God in this story?					

THEME Stories of Creation

STORY How Everything Began

BIBLE Genesis 1:2-6

UABS Vol 1-1-2

PAGES 17-20

MEMORY VERSE Genesis 1:3-5 "And God said 'Let there be light' and there was light and He separated the light from the darkness. God called the light 'day' and the darkness He called 'night'."

FOCUS In the Beginning God Created...night and day.

FOCUS QUESTIONS Why did God create night and day?

OUTCOMES	TEACHING STRATEGIES				
At the end of this story students will:	Speaking/Writing	Ordering	Touching/Making	Looking/Seeing	Musical/Hearing
 <p>Know that God created day and night. Understand that God's world is ordered and consistent.</p>	<p>Divide the group into a day group and night group. Get each to tell what happened as God created them.</p>	<p>Time – explore night and day features. Categorise night and day pictures.</p>	<p>Children act out different night time/day time tasks. Class to identify night time and daytime.</p>	<p>Create a mural showing night and day. Night Day</p>	<p>Recreate rhythms and sounds of nature during night and day using body percussion.</p>
 <p>Know that because God provides for my needs by giving me day and night, I will choose to use my time wisely.</p>	<p>Tell the class what activities are done during the day and which ones are at night.</p>	<p>Graphing sleeping and waking hours. Compare data. Conclude with a 'God' statement.</p>	<p>Create a mime showing God creating the night and day.</p>	<p>Create a poster highlighting the need to use our time wisely.</p>	<p>Write a song about night and day and how God created them.</p>
 <p>Practice being faithful with God's time by following a regular timetable for worshipping/eating/sleeping etc.</p>	<p>Talk about how to have a regular time at home for different activities of the day and night, especially worship and lesson study.</p>	<p>Share with another person activities to do before going to bed and what to do on waking.</p>	<p>Perform a mime showing activities linked with going to bed and waking.</p>	<p>Arrange to display the poster at church or school or in the community.</p>	<p>Perform the song above to the community.</p>
<p>WRAP UP QUESTION How do you see God in this story?</p>					

THEME Stories of Creation **STORY** Great Preparations **BIBLE** Genesis 1:6-10 **UABS Vol** 1-1-3 **PAGES** 21-24

MEMORY VERSE Genesis 1:10 "God called the dry ground 'land' and the gathered waters he called 'seas' and God saw that it was good."

FOCUS God's Relationship with His World.

FOCUS QUESTIONS How can I best use God's creation to show that I love Him?

OUTCOMES	TEACHING STRATEGIES				
At the end of this story students will:	Speaking/Writing	Ordering	Touching/Making	Looking/Seeing	Musical/Hearing
 <p>Know that God created air, then the land and the sea.</p> <p>Understand that our world was created in a particular order and that God planned it that way.</p>	<p>Pretend you are an angel watching God create the land and the sea.</p> <p>Describe what you see and hear. How do you feel?</p>	<p>Order from top to bottom sky, air, land.</p> <p>Now fill each of the sections with the created items that belong in each.</p>	<p>Create a dance of praise to God for creating the land and the sea.</p>	<p>Using natural/bush materials create a mural showing sky, land and sea</p>	<p>Make wind instruments eg bamboo pipes, blowing over bottles etc.</p>
 <p>Because God created His world to meet my needs I choose to care for the land and the sea.</p>	<p>Describe how you can take care of God's creation of land and sea.</p>	<p>Make a list of ideas to care for the land and the sea.</p>	<p>Make up a mime of how to care for the land and the sea.</p>	<p>Draw a picture of the impact of pollution on the land and the sea.</p>	<p>Create a song about the land and sea and God's goodness.</p>
 <p>Show care for the land and the sea.</p>	<p>Write a temperance pledge about caring for the land and the sea wisely.</p>	<p>Spend time cleaning rubbish from the land and/or the sea.</p>	<p>Write out a set of rules/guidelines on how to care for the land and sea. Share this with the community.</p>	<p>Make posters to show how to keep the land clean.</p>	<p>Share the song with the school or at Church.</p>
<p>WRAP UP QUESTION How do you see God in this story?</p>					

THEME Stories of Creation **STORY** Birthday of a World **BIBLE** Genesis 1:9-13 **UABS Vol** 1-1-4 **PAGES** 25-27

MEMORY VERSE Genesis 1:12 “The Earth produced all kinds of vegetation. God looked at what He had done and it was good.”

FOCUS In the beginning God created trees and vegetation.

FOCUS QUESTIONS

Why did God create vegetation? Why did he wait until day 3?
Have you ever made something useful?
Do you have a garden?

OUTCOMES	TEACHING STRATEGIES				
At the end of this story students will:	Speaking/Writing	Ordering	Touching/Making	Looking/Seeing	Musical/Hearing
 <p>Understand that God created all kinds of vegetation with us in mind.</p>	Describe five different bushes and have the class guess what plant is being talked about.	Relationships – Group different fruits and vegies according to their characteristics. Celebrate Gods creativity.	Make a fruit salad – each child bring a fruit to contribute.	Create a ‘frieze’ showing the creation sequence.	Using a well known tune eg This old man, rewrite lyrics to fit the theme.
 <p>Because God created for my pleasure and needs I choose to honour Him by sharing with others. Cultivate hospitality.</p>	Tell of other stories in the Bible where trees and plants are important.	Make up a fruit platter or vegetable food basket. Ensure each has the same number of items.	Using sand re-enact the creation of the world using branches / twigs / flowers etc to add vegetation. Encourage children to appraise their efforts, then recite the part of the verse where God sees His creation and states that it is good.	Draw a picture of a beautiful flower and share it with someone else.	Create a hymn about the beauty of trees and flowers.
 <p>Show hospitality through sharing food / flowers.</p>	Share a grace with others before sharing a meal.	Share the food baskets with those in need in the community.	Plant a garden and maintain it to share with others.	Make a bouquet of wild flowers to give to someone.	Learn and share songs about sharing. Sing a grace to bless food.

WRAP UP QUESTION How do you see God in this story?

THEME Stories of Creation **STORY** The First Rays of Sunshine **BIBLE** Genesis 1:14-19 **UABS Vol** 1-1-5 **PAGES** 29-31

MEMORY VERSE Genesis 1:16 “God made two great lights – the greater light to govern the day and the lesser light to govern the night. He also made the stars.”

FOCUS In the beginning God created the sun, moon and stars.

FOCUS QUESTIONS Have you ever seen a rainbow? A sunset or a sunrise? Describe what you saw. How did you feel?

OUTCOMES	TEACHING STRATEGIES				
At the end of this story students will:	Speaking/Writing	Ordering	Touching/Making	Looking/Seeing	Musical/Hearing
 <p>Know God created the sun, moon and stars. Understand that when God created the sun, moon and stars he created time; yesterday, today and tomorrow – months and years.</p>	<p>Write a letter to God thanking Him for creating the sun, moon and stars.</p>	<p>Explore time concepts of today, yesterday and tomorrow. Create a class calendar recording events of the past week and the future week.</p>	<p>Play the game statues but on 'freeze' call a day of creation and the children 'freeze' as that creation day eg day 1 light and dark – white palms of hands and dark palms.</p>	<p>Make a diorama of the universe. Put in a sun, moon and stars.</p>	<p>Learn song “This little light of mine.”</p>
 <p>Make a decision to use time wisely.</p>	<p>Write a report on how we can make sure we use time wisely.</p>	<p>Plan a day and show how to include a time for God in it.</p>	<p>Spread arms like the hands of a clock face. As each time is shown, ask children what time it is and what should be done at that time.</p>	<p>Make a mural showing a clock face and activities that are related to particular times eg, eating, sleeping, playing, Bible study etc.</p>	<p>Write a poem about using time wisely for God.</p>
 <p>Demonstrate good time management. Make time for God.</p>	<p>Share a short talk to encourage people to make time for God.</p>	<p>Conduct a survey to find out how much time people spend with God daily. Share these findings at Church.</p>	<p>Help the family get ready for Sabbath.</p>	<p>Make a poster for Church that encourages members to make time for God.</p>	<p>Share the poem with the community.</p>
<p>WRAP UP QUESTION How do you see God in this story?</p>					

THEME Stories of Creation **STORY** Out of the Silence – A Song **BIBLE** Genesis 1:20-23 **UABS Vol** 1-1-6 **PAGES** 32-34

MEMORY VERSE Genesis 1:21 “So God created the great creatures of the sea according to their kinds and every winged bird according to its kind, and God saw that it was good.”

FOCUS In the beginning God created animals in the sea and every bird. **FOCUS QUESTIONS** Why do you think God created animals and birds?

OUTCOMES	TEACHING STRATEGIES				
At the end of this story students will:	Speaking/Writing	Ordering	Touching/Making	Looking/Seeing	Musical/Hearing
 <p>Know that God created animals on day 5. Know that in the beginning God created differences and it was good.</p>	<p>Recall and retell in their own words how God created fish and birds on day five 'Add on' eg. In the beginning God created a whale...</p> <p>In the beginning God created a whale and a balloon fish and so on.</p>	<p>Make a list of 20 different animals. Divide them into 2 groups of big animals and little animals.</p>	<p>Take the class on a nature walk observing birds / fish. Record and map what children see and hear.</p>	<p>Create / add to a creation mural showing fish and birds. Create / add to creation frieze.</p>	<p>Using the tune of Old MacDonald sing “In the beginning God created Fish eieio and when he created all the fish he made a big fat whale with a splash splash here and etc.”</p>
 <p>God loves variety. Understand God created a variety of animals with unique differences we can appreciate.</p>	<p>Tell about the different birds around the school. Describe all of their differences.</p>	<p>Make a table of the differences. On left write beak, colour, wings, feet, call. On top write the different birds. Fill in the details.</p>	<p>Mould / model out of dough, or mud or clay or wet sand, a created animal.</p>	<p>'Self portraits' God made me unique. I am different because...</p>	<p>Write a poem about the different fish or birds God created.</p>
 <p>Show appreciation of God's thoughtfulness by celebrating each others differences.</p>	<p>Giving compliments I appreciate you because.....</p>	<p>Make a short list of people to pray for thanking God for each of them.</p>	<p>Deliver this model to someone in the community and tell them of God's creation.</p>	<p>Fish shaped cards. God made you special.</p>	<p>Make an instrument in the shape of a fish or bird eg a guitar in a fish shape.</p>
<p>WRAP UP QUESTION How do you see God in this story?</p>					

THEME

Stories of Creation

STORIES

The Animals Appear

BIBLE Genesis 1:24, 25

UABS Vol 1-1-7 **PAGES** 35-37

MEMORY VERSE

Genesis 1:24 "And God said, 'Let the land produce living creatures according to their kinds.'"

FOCUS

God created animals. All of God's creation is unique.

FOCUS QUESTIONS

Why did God create so many animals?

Do you love animals? Do you have a pet?

OUTCOMES	TEACHING STRATEGIES				
At the end of this story students will:	Speaking//writing	Ordering	Touching/Making	Looking/Seeing	Musical/Hearing
 <p>Understand that God created every kind of tame and wild animal and reptile and that He was pleased and said it was good.</p> <p>Know that God's creation was unique.</p>	Tell the class about your favourite animal. Describe it in detail.	Make a long list of animals that God created.	Mime a variety of animals and how they move.	Draw two animals that are most different.	Create and sing a song about a number of animals.
 <p>Appreciate the variety of animals God created.</p>	Write a thank you letter to God for creating a variety of animals.	Make a list of the things you are thankful for to God for creating so many different animals.	Create a movement to praise music showing appreciation for the variety of animals God has created.	Under a big banner "Thank you God" create a montage of all different animals God has created.	Write a Psalm of praise to God for all the creatures he has created.
 <p>Show care for all animals God has created.</p>	Write a set of instructions on how to care for dogs, or other pets. Displaying it for the community.	Make a daily list of how to care for a dog, or other pets.	Bring a dog or other pets to school and demonstrate how to care for them.	Create a poster about how to care for a dog or other pet.	Share this psalm at Church during the worship service.

WRAP UP QUESTION How do you see God in this story?

THEME Stories of Creation

STORY God Makes A Man

BIBLE Genesis 1:26-2:7

UABS Vol 1-1-8 **PAGES** 39-41

MEMORY VERSE Genesis 1:27 "God created man in His own image."

FOCUS We are created in God's image.

FOCUS QUESTIONS What do you see when you look in a mirror?

OUTCOMES	TEACHING STRATEGIES				
At the end of this story students will:	Speaking/Writing	Ordering	Touching/Making	Looking/Seeing	Musical/Hearing
 <p>Know that God created us in His image.</p> <p>Understand that God prepared a beautiful world for man to care for.</p>	Imagine you are an angel. Tell the class what you see God doing as he creates man.	Make a list of all the different parts God would have to put together to make man.	Using sand or clay, mould the shape of a man.	Draw a picture of the garden Adam was created in.	Write a song of praise for Adam to sing to God.
 <p>Be able to express thankfulness to God for the world he created.</p> <p>Show a desire to be more like God.</p>	How could you be more like God? Write an answer and share with the class.	What can you thank God for in the way He has created us? Share this list with another person.	Create a dance of praise to God for creating man.	Make a banner that expresses praise to God for creating us.	Learn and sing "God made me".
 <p>Reflect God's character in their relating to others.</p> <p>Make responsible decisions to care for God's world.</p>	Prepare a talk for the community on how to reduce pollution and better care for God's creation.	List some "behaviours", that reflect God's character in your life.	Spend a morning collecting rubbish and disposing of it responsibly.	Create a poster encouraging others to reduce rubbish and care for God's creation better. Display this in the community.	Learn the hymn "This is my Father's world", No. 92. Share it with the Church.
WRAP UP QUESTION How do you see God in this story?					

THEME Stories of Creation

STORY Adam's First Meal

BIBLE Genesis 1:28-30

UABS Vol 1-1-9

Pages 43-45

MEMORY VERSE

Genesis 1:29 "Then God said 'I give you every seed-bearing plant on the face of the whole earth and every tree that has fruit with seed in it. They will be yours for food'."

FOCUS

God's creation provides for man's needs.

FOCUS QUESTIONS

What is your favourite food?

OUTCOMES	TEACHING STRATEGIES				
At the end of this story students will:	Speaking//Writing	Ordering	Touching/Making	Looking/Seeing	Musical/Hearing
 <p>Know that God created us to provide for our social, emotional and physical needs.</p> <p>Understand that God entrusted Adam with His creation.</p>	Pretend you are Adam. Tell or write about your first meal.	Describe in detail what Adam ate for his first breakfast, lunch and tea.	Using your hands and face only, mime foods you love to eat in the garden. Have the class guess your food.	Draw a picture of Adam's first meal.	Write a grace that Adam could sing to God for his first meal.
 <p>Express their gratitude to God for providing for all their needs.</p>	Compose a readers' theatre of praise to God for all the food He has created for us.	Make a list of all the things God has promised for us to meet our needs.	Create a dance that expresses to God your gratitude for supplying all your needs.	Draw a series of 10 pictures showing the things God has provided for your needs.	Write and sing a song of praise to God for the way He has provided for all your needs.
 <p>Testify of God's goodness in sharing with others the benefits of God's creation.</p>	Tell a non-school person how good God's creation is.	Visit a group in the community and get them to help create a list of God's blessings in creation.	Make clay objects of God's creation. Share these with others in the community.	Create a poster for Church showing how God has provided for our needs.	Teach the song above to your community.
WRAP UP QUESTION How do you see God in this story?					

THEME Stories of Creation

STORY Most Beautiful Creature of Creation

BIBLE Genesis 1:31;
2:18, 20-23

UABS Vol 1-1-10 **PAGES** 47-50

MEMORY VERSE Genesis 2:22 "Then the Lord God made a woman from the rib he had taken out of the man."

FOCUS God made Eve to be a companion for Adam.

FOCUS QUESTIONS

Who is your best friend?

How do you feel when you are all alone?

OUTCOMES	TEACHING STRATEGIES				
At the end of this story students will:	Speaking/Writing	Ordering	Touching/Making	Looking/Seeing	Musical/Hearing
 <p>Understand that God created us to have friends and fellowship.</p> <p>Know that God created Eve, the first woman to be with Adam as his wife.</p>	Tell the class about your best friend.	Make a list of the characteristics of a good friend.	Act out a mime showing a range of friendly actions.	Draw a picture of your best friends doing an activity you both enjoy.	Write and sing a duet with your friend. Make the song about friendship.
 <p>Choose to be a friend to others.</p> <p>Develop friendships motivated by service, sharing and caring.</p>	Write a letter to another class member, offering to be their friend.	Keep a record of what you see friends doing together. What do you notice about your record?	Do an act of service for your friend.	Design an art work about friendship, to be given to someone you invite into your Church.	Sing different songs using different instruments at church/community.
 <p>Find opportunities to be a friend through helping and serving.</p>	Visit a lonely person in the community and speak with them.	Share your findings with someone in the community.	Make a gift that you can give to your friends.	Make a poster about what friends are and give it to a single person in the community.	Share a number of songs with a lonely person in the community.
WRAP UP QUESTION How do you see God in this story?					

THEME Stories of Eden and the Fall **STORY** Man's Garden Home **BIBLE** Genesis 2:8-19 **UABS Vol** 1-2-1 **PAGES** 53-56

MEMORY VERSE Genesis 2:15 "The Lord God took the man and put him in the garden of Eden to work it and take care of it."

FOCUS God is the provider of all our food.

FOCUS QUESTIONS Have you ever planted a garden?
What is your favourite flower? Describe its beauty.

OUTCOMES	TEACHING STRATEGIES				
At the end of this story students will:	Speaking/Writing	Ordering	Touching/Making	Looking/Seeing	Musical/Hearing
 <p>Recognise that God provides for his children's every need. Understand that God created all things by the power of his mouth.</p>	<p>Take the children out to a garden. Discuss what grows in the garden, and who takes care of the garden.</p>	<p>Talk about the first garden ever that our first parents looked after.</p>	<p>Dramatise the story.</p>	<p>Use puppets to depict the beginning of the story of Adam and Eve.</p>	<p>Teach the song "Everything I ever need."</p>
 <p>Appreciate God's creation. Accept responsibility to take care of their gardens.</p>	<p>Create a short poem expressing thanks to God for His creation.</p>	<p>Make a chart to show all the reasons for appreciating God's creation.</p>	<p>Move around the room and walk, talk, eat like animals God made (imitate them.)</p>	<p>Visit a garden in the neighbourhood and describe how it looks like the Garden in Eden.</p>	<p>Compose a song about a garden and make a tune for it.</p>
 <p>Identify and classify the beautiful vegies, fruits and plants. Be thankful for what they have grown.</p>	<p>Write a card to share with the food when you give it to someone in the community.</p>	<p>Collect a variety of fruit, flowers and vegetables and share them with a sick person in the community.</p>	<p>Organise a working bee for a widow or sick lonely person in the community to tidy their garden or plant a new one.</p>	<p>Draw a picture of a beautiful garden. Add Genesis 2:15 to it and display it at church or the market place.</p>	<p>Perform different rhythms and vibrations to represent a variety of plants in a garden.</p>
<p>WRAP UP QUESTION How do you see God in this story?</p>					

THEME Stories of Eden and the Fall **STORY** A Day to Remember **BIBLE** Genesis 2:2, 3 **UABS Vol** 1-2-2 **PAGES** 57-60

MEMORY VERSE Exodus 20:8 "Remember the Sabbath day to keep it holy."

FOCUS Making Sabbath the best day of the week.

FOCUS QUESTIONS Why is it important to keep the Sabbath?
What are some things we can do on the Sabbath?

OUTCOMES	TEACHING STRATEGIES				
At the end of this story students will:	Speaking/Writing	Ordering	Touching/Making	Looking/Seeing	Musical/Hearing
 <p>Understand why God made the Sabbath. Know how to keep the Sabbath.</p>	Write a story explaining why we need the Sabbath.	List as many reasons for why God made the Sabbath.	Role play various scenarios which affect choices that we make on Sabbath.	Draw pictures on how to keep the Sabbath and what to do.	Sing "Sabbath is a Happy Day."
 <p>Appreciate the Sabbath. Choose to do good on the Sabbath.</p>	Tell the class about some good things we can do on Sabbath.	Write up a plan for doing good on the Sabbath.	Construct a church and model people praying in it.	When someone is doing good on the Sabbath, tell what you see them doing.	Compose a rhyme about activities to do on Sabbath.
 <p>Share with the class their Sabbath experiences.</p>	Create a get well or thank you card. Give it to someone who is in need.	Carry out the plan and report back to the class.	Go to a sick person's home to visit and take flowers, food etc.	Take your pictures to Church and explain them to the members.	Perform a musical concert in the community on Sabbath.
WRAP UP QUESTION What is God telling you in this story?					

THEME Stories of Eden and the Fall **STORY** The First Mistake **BIBLE** Genesis 2:15 - 3:4 **UABS Vol** 1-2-3 **Pages** 61-64

MEMORY VERSE Genesis 2:17 “But you must not eat from the tree of the knowledge of good and evil, for when you eat of it you will surely die.”

FOCUS Obedience. **FOCUS QUESTIONS** Have you ever disobeyed?
What happened afterward?

OUTCOMES	TEACHING STRATEGIES				
At the end of this story students will:	Speaking/Writing	Ordering	Touching/Making	Looking/Seeing	Musical/Hearing
 <p>Understand that God wants us to obey Him always. Know the results of disobedience.</p>	Using the 10 commandments write about the results of disobedience.	Make a chart of the results of obedience and then disobedience to the same rule.	Dramatise the story “The First Mistake”.	Draw a picture of the Garden of Eden adding various details that sin introduced.	Play different instruments without giving an instruction. Talk about what it sounds like.
 <p>Decide to be obedient to God and His Word. Believe God’s instructions.</p>	Write a little poem about being obedient to God.	Give as many reasons for deciding to obey God as you can think of.	Act out simple plays on obedience eg when mother calls, I will run to her. When the teachers say pick up rubbish, I will obey etc.	Create something in the middle of the classroom that is not to be touched and then ask how the children felt at the end of the day.	Compose a poem about believing God’s instruction.
 <p>Make a list of ‘right’ and ‘wrong’ things to do at home and at school. Talk about the results.</p>	As a class share this poem as a special item at Church.	Make a list of right and wrong things at school and share the results with another class.	Do skits on -right things -wrong things and present to the class.	Use felt cut outs or use pictures to retell the story of Adam and Eve’s disobedience.	Make a list of good music to listen to and bad music that should be avoided.

WRAP UP QUESTION How do you see God in this story?

THEME Stories of Eden and the Fall **STORY** The Test of Love **BIBLE** Genesis 3: 5, 6 **UABS Vol** 1-2-4 **PAGES** 65-68

MEMORY VERSE John 15:10 "If you obey my commands you will remain in my love."

FOCUS The results of disobedience.

FOCUS QUESTIONS What is disobedience?
What are the results of disobedience?

OUTCOMES	TEACHING STRATEGIES				
At the end of this story students will:	Speaking/Writing	Ordering	Touching/Making	Looking/Seeing	Musical/Hearing
 <p>Understand that God loves people. Know that Satan wants us to doubt God's love.</p>	Pretend you are Eve. Tell what you saw and heard at the fall. Explain why you followed Satan.	Make a list of the reasons Satan wants us to sin against God.	Dramatize the story (the main point)	Draw a 'before and after' picture of Adam and Eve's environment.	Play music and have children move around freely.
 <p>Trust God. Show love to God by being more obedient to their parents. Believe His word.</p>	Write a letter to your parents saying how you will be more obedient to them.	List ways we can be more obedient to our parents.	Act out a song about 'love' (action song)	Construct a large creation mural and add the things that would change as a direct result to Adam and Eve's disobedience.	Tell about the sounds you heard after Adam and Eve sinned.
 <p>Demonstrate obedience -at home -at school</p>	Share the letter above with your parents and report back next week.	Children keep a record of how many times in a week they are obedient. Get parents to sign it and return to school.	Re-enact to the class obedient behaviour you do at home.	Use felt cut outs to retell the story of Adam and Eve's disobedience.	Create shapes to represent obedience and disobedience.

WRAP UP QUESTION How do you see God in this story?

THEME Stories of Eden and the Fall **STORY** The Price of Sin **BIBLE** Genesis 3: 8-24 **UABS Vol** 1-2-5 **Pages** 69-72

MEMORY VERSE Romans 6:23 "For the wages of sin is death."

FOCUS Sin had an immediate effect on Adam and Eve.

FOCUS QUESTIONS What is sin?
Why does God still love us when we sin?

OUTCOMES	TEACHING STRATEGIES				
At the end of this story students will:	Speaking/Writing	Ordering	Touching/Making	Looking/Seeing	Musical/Hearing
 <p>Realise that when we sin God comes looking for us because he cares. Understand the results of disobedience.</p>	Pretend you are Adam or Eve. Tell about how God came to the garden and what happened.	When Adam and Eve sinned list all the things that resulted.	Role play scenarios that affected Adam and Eve, because of sin.	Design a picture of Adam and Eve's life before and after committing sin.	Create a poem about when sin rules our lives.
 <p>Recognise their need for God's love. Choose not to sin. Surrender their lives to Jesus so they won't be tempted easily.</p>	Write a letter to God telling Him about how much you need His love.	Think of as many reasons as you can for giving your life to Jesus.	Act out a play on "Obedience to God," and stress the consequences.	Create shapes of God's love and when sin entered their lives.	Put this poem above to music.
 <p>Share an experience.</p>	Tell someone how God has cared for you or provided for you.	Tell someone at the market place about surrendering their life to Jesus.	Perform the drama to the upper classes as a way of sharing the story.	Draw a timeline of Adam's earth to when he committed sin.	Compose a song about God's love for us and share it with the class.
WRAP UP QUESTION How do you see God in this story?					

THEME Stories of Eden and the Fall **STORY** One Gleam of Hope **BIBLE** Genesis 3:15, 21 **UABS Vol** 1-2-6 **Pages** 73-77

MEMORY VERSE Genesis 3:15 "I will put enmity between you and the women....he will crush your head and you will strike his heel."

FOCUS There is hope in Jesus. **FOCUS QUESTIONS** Why does God love us despite our bad ways?

OUTCOMES	TEACHING STRATEGIES				
At the end of this story students will:	Speaking/Writing	Ordering	Touching/Making	Looking/Seeing	Musical/Hearing
 <p>Understand that even though we sin God still loves us. Know that we suffer the consequences of our mistakes.</p>	Share a time when we have suffered for a mistake we made.	Make a chart of the consequences of poor health habits.	Construct a large creation mural and add the things that would change because of Adam and Eve's disobedience.	Draw a chart of how God cares for us to the end.	Sing "Jesus loves me" and do the actions.
 <p>Appreciate the fact that Jesus sacrificed his life to save us. Believe that Jesus will come to end all sin.</p>	Tell the class about Jesus' second coming.	Outline the steps Jesus went through to bring us salvation.	Dramatize the story.	Create a poster on how Jesus sacrificed his life for us and what he wanted us to be.	Compose a poem about why Jesus wanted to save us.
 <p>Write a thank you letter to God for his love.</p>	Write a letter to God thanking Him for always loving us.	Write a letter and list all the things you are thankful for to God. Put it up at home.	Move around the classroom. Touch anything you want to thank God for and say "Thank you God for...."	Design a cartoon on how God loves you even though you sometimes move away from him.	Perform a concert with thankful songs.
WRAP UP QUESTION How do you see God in this story?					

THEME Stories of Eden and the Fall **STORY** The First Baby **BIBLE** Genesis 4:1 **UABS** Vol 1-2-7 **PAGES** 79-81

MEMORY VERSE Genesis 1:28 "And God said, 'Have a lot of children! Fill the earth with people. Rule over everything I have made for you.'"

FOCUS Children are gifts from God.

FOCUS QUESTIONS How are children gifts from God?
What can sin do to a child's life?

OUTCOMES	TEACHING STRATEGIES				
At the end of this story students will:	Speaking/Writing	Ordering	Touching/Making	Looking/Seeing	Musical/Hearing
 <p>Understand that children are gifts from God to their parents. Know that they bring joy to their families.</p>	Write a description of themselves as a gift to their parents.	Make a list of the ways children can bring joy to their families.	Act out the story.	Make a book of drawings focusing on the good points of a brother, sister or close friend.	Sing "Joy, joy my heart is full of joy."
 <p>Choose to obey and love their parents. Appreciate their family.</p>	Tell how they will obey and love their parents.	Discuss the many reasons we can appreciate our families.	Role play a family with loving and obedient children.	Illustrate to the class, ways you could obey and love other people.	Compose a rhyme on why they love others.
 <p>Practice things they can do to make their homes a happy place to live.</p>	Practice some ways that they can say things to make their homes happy. Report back to the class.	Make a card with ways that children can make a home happy. Take it home and report back next week.	Miming the chores they can do to make home a happy one. Do them at home and report back next week.	Make scenes from the story in a sand tray and share the story with other school children.	Share with the class some songs they wish to sing at home to make home a happier place.
WRAP UP QUESTION How do you see God in this story?					

THEME Stories of Eden and the Fall **STORY** The First Quarrel **BIBLE** Genesis 4:2-8 **UABS Vol** 1-2-8 **PAGES** 83-86

MEMORY VERSE Proverbs 16:32 “He that is slow to anger is better than the mighty.”

FOCUS We give because we love.
Anger not controlled can lead to serious trouble.

FOCUS QUESTIONS What offerings can we give God to show Him we love Him?
What can anger do in a person's life?

OUTCOMES	TEACHING STRATEGIES				
At the end of this story students will:	Speaking/Writing	Ordering	Touching/Making	Looking/Seeing	Musical/Hearing
 <p>Realise that through their love for God they give/share. Understand the consequences of uncontrolled anger.</p>	Write about how they will share in order to show their love to God.	Make a chart of what can happen when we are angry and lose control.	Dramatize the story “The first quarrel.”	Ask an elderly person to tell you ways to deal positively with anger and jealousy.	Pretend you are in the field with Cain & Abel. Tell what you heard.
 <p>Recognise the need to control anger. Decide to give their best.</p>	Tell others how they will do their best in their school work.	Make a chart to show steps we can take to control anger.	Role play ways of dealing positively with anger and jealousy.	Explain to the class how what you learnt from the elderly person would look in real life.	Demonstrate an angry and a controlled voice.
 <p>Demonstrate patience.</p>	Decide to be patient at home and report daily for a week on progress.	Tell other children how to develop patience.	Clean the floor or do the same work in the classroom for one week.	Draw pictures of persons being patient.	Perform a song about patience at church.
WRAP UP QUESTION How do you see God in this story?					

THEME Stories of Eden and the Fall **STORY** The Marked Man **BIBLE** Genesis 4:9-16, 25 **UABS Vol** 1-2-9 **PAGES** 87-90

MEMORY VERSE Genesis 4:9 "Am I My Brother's Keeper?"

FOCUS The consequence of Cain murdering his brother Abel.

FOCUS QUESTIONS When you do something wrong how do you feel? Why?

OUTCOMES	TEACHING STRATEGIES				
At the end of this story students will:	Speaking/Writing	Ordering	Touching/Making	Looking/Seeing	Musical/Hearing
 <p>Understand that sin causes unhappiness. Know that God is a merciful God. Understand that for every action there is a consequence.</p>	Explain the consequences of Cain's action against Abel.	List the ways Adam and Eve felt sad when they heard of Abel's death.	Dramatize the story.	Make a book of drawings focusing on the good points of a brother, sister or a close friend.	Sing "With Jesus in the family."
 <p>Accept God's mercy and seek forgiveness for their wrong doings. Know that God loves the sinner not the sin.</p>	Write a letter to God expressing sorrow and seeking forgiveness for their wrong doings.	Outline ways God shows His mercy to us.	Do a short skit on forgiveness.	Illustrate to others how God can forgive other people's sins even to children if they are naughty.	Compose a song about loving mankind and forgiveness.
 <p>Demonstrate God's mercy by encouraging others to show forgiveness and to show forgiveness themselves.</p>	Seek out people who they have not forgiven and express forgiveness to them.	Tell someone how to forgive another person.	Play a forgiving game to the whole class.	Draw pictures of two persons or boys or girls forgiving each other.	Share the song above with the church members.
WRAP UP QUESTION How do you see God in this story?					

THEME Stories of Eden and the Fall **STORY** Adam's Last Birthday **BIBLE** Genesis 5 **UABS Vol** 1-2-10 **PAGES** 91-93

MEMORY VERSE Genesis 5:1 "When God created man he made him in the likeness of God."

FOCUS You are God's children.

FOCUS QUESTIONS Have you seen an old man or lady? Tell about them.

OUTCOMES	TEACHING STRATEGIES				
At the end of this story students will:	Speaking/Writing	Ordering	Touching/Making	Looking/Seeing	Musical/Hearing
 <p>Understand that God created man to live forever. Know that Adam lived long to share the story of creation.</p>	Pretend you are Adam. Tell about your 900 th birthday.	Talk about how big a number would be to describe forever.	Model – using clay – Adam's descendants up to Noah.	Use a variety of colours to represent the feelings of Adam and Eve before and after disobeying God.	Create a song about Adam and find a tune for it.
 <p>Believe the story of creation.</p>	Write out some reasons why you believe in creation.	Try to list as many reasons children can think of to believe in creation.	Act out any part you like in the life of Adam. Eg in the Garden of Eden.	Construct a large creation mural and add the things that would change as a direct result of Adam and Eve's disobedience.	Go outside and listen for 5 minutes. Make a list of all the sounds you hear from creation.
 <p>Share ideas of Adam's life with the community.</p>	Prepare and share a gift with your grandparents.	Create a graph of ages of people from Adam to Noah. Show this graph to the Church.	Weave a basket for some fruit to share with a sick person in the community.	Make mud images and talk about the creation of man.	Share this list of sounds with the community.
WRAP UP QUESTION How do you see God in this story?					

THEME Stories of Eden and the Fall **STORY** The Man Who Walked Into Heaven **BIBLE** Genesis 5:20-24 **UABS Vol** 1-2-11 **PAGES** 95-98

MEMORY VERSE Genesis 5:24 “Enoch walked with God; then he was no more, because God took him away.”

FOCUS Communion with God.

FOCUS QUESTIONS When have you felt God close to you?
What did it feel like?

OUTCOMES	TEACHING STRATEGIES				
At the end of this story students will:	Speaking/Writing	Ordering	Touching/Making	Looking/Seeing	Musical/Hearing
 <p>Understand why Enoch never died. Recognise the characteristics of Enoch that drew him closer to God.</p>	Pretend you are Enoch. Tell about your walk with God each morning after you wake up.	Make a list of the characteristics of Enoch that drew him closer to God.	Dramatise the story. “The Man who walked with God.”	Pretend you are an angel watching Enoch. What do you see him doing during the day and at night?	Pretend you are an angel watching Enoch. What do you hear him doing during the day and at night?
 <p>Seek a closer walk with God through personal devotions.</p>	Write down how you would like to walk closer to God.	Make a time chart showing how 15 minutes can be used as a personal devotion time for God.	Perform a class devotion or group devotion.	Establish a secret friend program. Establish an ongoing pen pal program with someone in another school.	What songs would you use as part of your personal devotions? Why?
 <p>Share a devotional time with others demonstrating some of Enoch’s character.</p>	Find another child at the market and tell them about God.	Use this time chart to share with someone at Church or home.	Role play some of Enoch’s characteristics to the class.	Cut out foot prints and write examples of Christian principles in practice. Eg kindness.	Share with a village person what you saw and heard Enoch doing. Invite them to do the same each day.

WRAP UP QUESTION How do you see God in this story?

THEME Stories About Noah and the Flood **STORY** Sad, Bad Days **BIBLE** Genesis 6:1-7 **UABS Vol** 1-3-1 **PAGES** 101-104

MEMORY VERSE Genesis 6:5,6 "The Lord saw how bad the people on earth were and that everything they thought and planned was evil. He was very sorry that he had made them."

FOCUS God was sad at how wicked His creation had become.

FOCUS QUESTIONS What is a sad, bad, day?
How can we avoid sad, bad days?

OUTCOMES	TEACHING STRATEGIES				
At the end of this story students will:	Speaking/Writing	Ordering	Touching/Making	Looking/Seeing	Musical/Hearing
 <p>Understand that sin is a consequence of disobeying God. Recognise that when we turn from God it saddens Him deeply.</p>	<p>You are an angel. Explain why God is so sad with the world.</p>	<p>Write out the steps involved in going from disobedience to sin to sadness to death.</p>	<p>Draw a mural to show the consequences of disobeying God.</p>	<p>Create posters showing how God feels when people disobey him.</p>	<p>Write a poem from God on how He feels when we sin.</p>
 <p>Choose to be faithful to God in the way we live.</p>	<p>Tell what we can do to remain faithful to God.</p>	<p>Make a list of the ways we can remain close to God.</p>	<p>Say sorry to someone he/she may have done something wrong to.</p>	<p>Learn from his/her wrong actions and promise not to do it again.</p>	<p>Put the poem above to music.</p>
 <p>Show others our connection with God through caring and sharing.</p>	<p>Tell someone in the community how you much you appreciate them.</p>	<p>Share this list and explain it with a mother or father.</p>	<p>Create care cards and distribute them to the class.</p>	<p>Share a favourite picture with someone in the community.</p>	<p>Share a poem with someone in the community.</p>
<p>WRAP UP QUESTION How do you see God in this story?</p>					

THEME Stories About Noah and the Flood **STORY** God's Shipbuilder **BIBLE** Genesis 6:9-17, 22 **UABS Vol** 1-3-2 **PAGES** 105 108

MEMORY VERSE Genesis 6:9 "Noah was the only person who lived right and obeyed God."

FOCUS Obedience / Diligence.

FOCUS QUESTIONS Have you seen a real boat?
How do we build a canoe? How many people can it hold?

OUTCOMES	TEACHING STRATEGIES				
At the end of this story students will:	Speaking/Writing	Ordering	Touching/Making	Looking/Seeing	Musical/Hearing
 <p>Understand that when we obey God it doesn't matter what others may say or think.</p>	Pretend you are Noah, tell what you hear the people saying to you.	Measure out the size of the ark. One step will equal a cubit.	Create with wood, leaves etc a big boat.	Pretend you are an angel. What do you see happening?	Imagine you are Noah. What are you going to do when you hear all the people laughing at you?
 <p>Show courage in doing God's will. Chose to obey diligently in response to surrendering to God's will.</p>	Explain in what ways Noah obeyed God.	List the 10 commandments. Have children explain how they will keep them.	Role play the story and share lessons on obedience.	Children visit a ship builder to see how a boat is built.	Write a poem about obedience.
 <p>Find opportunities to demonstrate diligent obedience. Demonstrate courage in standing up for what is right.</p>	Tell someone else how they can improve their obedience. First time obedience with a happy heart.	Make a chart for some chores at home. Tick off each time you complete a chore. Bring it back to school after two weeks.	Have children act out lessons of obedience in -playground. -classroom etc.	Demonstrate cooperation in building a ship with patterns.	Tell others what standing up for others sounds like.

WRAP UP QUESTION How do you see God in this story?

THEME Stories About Noah and the Flood **STORY** The Animals Move In **BIBLE** Genesis 7:1-16 **UABS Vol** 1-3-3 **PAGES** 109-112

MEMORY VERSE Genesis 7:8-9 “He obeyed God and took a male and female of each kind of animal and bird into the boat with him.”

FOCUS God provides for us.

FOCUS QUESTIONS What sort of cages have you seen for animals?

OUTCOMES	TEACHING STRATEGIES				
At the end of this story students will:	Speaking/Writing	Ordering	Touching/Making	Looking/Seeing	Musical/Hearing
 <p>Know that God provides ways for our salvation. Know that God cares for all his creation.</p>	Explain the different ways God cares for His creation.	Group and sort animals as they were when entering the ark: 2- unclean. 7- clean.	Role play animals walking into the ark.	Pretend you are standing by the ark. What do you see happening?	Pretend you are standing by the ark. What do you hear happening?
 <p>Believe that God will provide ways for our salvation.</p>	Write a letter of thanks to God to thank Him for saving me.	Write how like sheep we need to follow in order to be saved.	Act out stories in the Bible where God saved - pulling Peter from drowning. -crossing the Red Sea. (short plays)	When we say Jesus will save us, what do you see, what does this look like?	When we say Jesus will save us, what do you hear, what does this sound like?.
 <p>Share with others stories of how we can be saved – God provides a way for us to be saved.</p>	Tell another person in the village about how God saves them.	Share the steps above with a non-believer.	Perform the above to the upper grades.	Draw a poster of how we can be saved by God.	Share the ideas above with other people.
WRAP UP QUESTION How do you see God in this story?					

THEME Stories About Noah and the Flood **STORY** Heaven's Floodgates Open **BIBLE** Genesis 7:10-20 **UABS Vol** 1-3-4 **PAGES** 113-115

MEMORY VERSE Genesis 7:12 "And the rain fell on the earth forty days and forty nights."

FOCUS God is faithful.

FOCUS QUESTIONS Have you ever seen a flood?
What happened?

OUTCOMES	TEACHING STRATEGIES				
At the end of this story students will:	Speaking/Writing	Ordering	Touching/Making	Looking/Seeing	Musical/Hearing
 <p>Know that God is true to His word and things happen just as He said they would.</p> <p>Understand that the rain and water were washing away the old world.</p>	<p>Imagine you are Noah's guardian angel. Tell what you see happening outside the ark.</p>	<p>Explain the different ways the earth was cleansed at the flood.</p>	<p>Create paper boats and put them in a big basin of water, create waves and note the results.</p>	<p>Visit a flooded area or visit an area that has once been flooded. What damage has happened? How did it affect the people?</p>	<p>Create a poem about God's promises to Noah.</p>
 <p>Show an appreciation for God's world.</p> <p>Make choices knowing that God is true to His word.</p>	<p>Write a letter to God telling Him how much you love His world that He created for you.</p>	<p>List the different beauties of God's creation.</p>	<p>Show how to clean a dirty dress/shirt with water to illustrate the story.</p>	<p>Pretend you are outside the ark. Tell what you see happening.</p>	<p>Put this poem to music. Illustrate the falling of rain and sounds of waves rushing using different parts of your body.</p>
 <p>Share God's promises with others knowing that God is true to His promises.</p>	<p>Copy a number of promises and place them up on a wall at home.</p>	<p>Share a group promise with a person in the community.</p>	<p>Make care cards and give them to people in the community.</p>	<p>Draw a picture of a village that has been washed away by floods.</p>	<p>Share this song with members of the community.</p>
WRAP UP QUESTION How do you see God in this story?					

THEME Stories About Noah and the Flood **STORY** Strangest Voyage In History **BIBLE** Genesis 7:17 - 8:14 **UABS Vol** 1-3-5 **PAGES** 116-119

MEMORY VERSE Genesis 8:1 “God did not forget about Noah and the animals with him in the boat. ... He closed up the sky and the rain stopped.”

FOCUS Faithfulness and trust.

FOCUS QUESTIONS What does it feel like when you have to wait a long time for something?

OUTCOMES	TEACHING STRATEGIES				
At the end of this story students will:	Speaking/Writing	Ordering	Touching/Making	Looking/Seeing	Musical/Hearing
 <p>Know that God is always in control. Understand that with God we have hope.</p>	Tell how Noah knew that God was in control of the ark during the flood.	Tell of the difficult times God was in control during the flood.	Role play the story.	Pretend you are an angel. What do you see happening to the ark?	Create a poem about Noah’s faith in God.
 <p>Turn to God in times of need. Know that because God is in control we have confidence in his leading.</p>	Write a letter to God expressing gratitude and confidence for His leading.	Make a list of the times we need God.	Draw in sequence the story and relate it to a friend or class.	Illustrate that God is in control of everything.	Put the poem to music.
 <p>Encourage others in times of hardship. Show confidence in sharing God’s love with others.</p>	Choose a way to share God’s love with someone in the community or village.	Create a chart of ways to help those in need. Tick off each one as it is carried out for the people in need.	Create an ark and model animals with clay. Put the animals in the ark. Share the story of God’s care with someone in the community.	Draw a picture of the big ark.	Sing the song of the animals and the ark to people in the community.
WRAP UP QUESTION How do you see God in this story?					

THEME Stories About Noah and the Flood **STORY** Beginning Again **BIBLE** Genesis 8:15-22; 9:1-17 **UABS Vol** 1-3-6 **PAGES** 120-123

MEMORY VERSE Genesis 9:13 “I have set my rainbow in the clouds, and it will be the sign of the covenant between me and the earth.”

FOCUS God’s promises are always kept.

FOCUS QUESTIONS What does a rainbow remind you of?
What colours are in the rainbow?

OUTCOMES	TEACHING STRATEGIES				
At the end of this story students will:	Speaking/Writing	Ordering	Touching/Making	Looking/Seeing	Musical/Hearing
 <p>Understand and know the significance of the rainbow. Know that God made a covenant, promising never to destroy the earth by flood again.</p>	Write out the meaning of the rainbow.	List the colours of the rainbow.	Using strips of coloured paper and a stick make a rainbow.	Using strips of coloured paper and a stick make a rainbow.	Sing ‘God made a beautiful rainbow’.
 <p>Claim God’s promise as their own.</p>	Explain what the rainbow means to them personally.	Memorise a promise. Write it out.	Using the rainbow on a stick tell how this reminds you of God’s promises.	Choose several promises of God to learn and share with others.	Collect several promises of God and re-write them as poems or rhyming passages.
 <p>Share with others the importance of keeping promises.</p>	Tell someone how important it is to keep a promise.	Share this promise with a non-believer.	Use the rainbow on a stick to share the news of God’s promises with others in the community.	Draw a picture of a rainbow and its colours then share it and the story with someone else in the community.	Make a rainbow flag and share it with the Sabbath school class for them to use.
WRAP UP QUESTION How do you see God in this story?					

THEME Stories About Noah and the Flood **STORY** The First Skyscraper **BIBLE** Genesis 10;11:1-10 **UABS Vol** 1-3-7 **PAGES** 124-130

MEMORY VERSE Proverbs 3:5 “Trust in the Lord with all your heart and lean not on your own understanding.”

FOCUS God wants us near to Him in mind and spirit. **FOCUS QUESTIONS** What is the tallest building you have seen?

OUTCOMES	TEACHING STRATEGIES				
At the end of this story students will:	Speaking/Writing	Ordering	Touching/Making	Looking/Seeing	Musical/Hearing
 <p>Understand that what happened in the story was a consequence of forgetting God and disbelieving His promises.</p> <p>Understand that God wants us near to him in our hearts and minds.</p>	<p>Pretend you are Nimrod.</p> <p>Explain to the people why you are going to build a skyscraper.</p>	<p>List the ways the people disobeyed God.</p> <p>List how many different languages there are at your school.</p>	<p>With clay, model the first skyscraper using sticks and stones.</p>	<p>Draw the first skyscraper</p>	<p>Just using your body, create sounds that were heard on the skyscraper building site.</p>
 <p>Seek ways to be with God in personal devotion.</p> <p>Demonstrate their belief that God keeps His promises.</p>	<p>Tell of some simple ways that we can have personal devotions.</p>	<p>Make a chart showing different activities for personal devotions</p>	<p>Group up and pray together.</p>	<p>What would it look like to be close to God in personal devotions?</p>	<p>Make up a list of suitable songs to be used in family devotions.</p>
 <p>Share with others ways to be with God in praise and worship.</p> <p>Show appreciation for other languages by using them in praise and worship.</p>	<p>Write and speak different languages or local dialects to praise God.</p>	<p>Lead out in a praise and worship program using songs and psalms.</p>	<p>Role play the story.</p>	<p>Share God’s promises with others.</p>	<p>Lead out in a praise and worship program using songs and psalms.</p>
<p>WRAP UP QUESTION How do you see God in this story?</p>					

THEME Stories About Abraham, Isaac and Lot

STORY God Finds a Boy

BIBLE Genesis 10:21-32; 11:24-26; 12:1-3

UABS Vol 1-4-1

PAGES 133-137

MEMORY VERSE Genesis 12:1 “The Lord said to Abraham, ‘Leave your household and go to the land I will show you.’”

FOCUS Being willing to accept God’s call on our lives.

FOCUS QUESTIONS Would you travel to a far away place and leave home?
Have you had to say good bye to your parents for a long time?

OUTCOMES		TEACHING STRATEGIES				
At the end of this story students will:		Speaking/Writing	Ordering	Touching/Making	Looking/Seeing	Musical/Hearing
	<p>Be able to recognise the call God places upon their lives.</p> <p>Understand the history of the Church.</p>	Tell the class what they think God wants them to do with their life.	Make a list of the different calls Jesus has made in the classroom.	Model a church and stand beside it.	Learn to listen and follow instructions carefully.	Play guess the rhythm or instrument when listening to musical pieces.
	<p>Be able to describe how the Gospel message reached the Pacific.</p> <p>Tell how the pioneers responded to God’s call in their lives.</p>	Listen to a story of how the gospel came to the Pacific.	Make a time line of how the gospel came to the school community.	Mime preaching to the class from the Bible.	List any new things that pioneers brought.	Sing “I’m in the Lord’s army” and do the actions.
	<p>Organise out-reach programs.</p> <p>Share stories of pioneers serving in other parts of the Pacific.</p>	Organise a meeting in the village to tell them of Jesus’ love.	Share the history of the gospel to the Pacific with the church members.	Create thank you cards and distribute them to church workers in your community for their service.	Map Abraham’s journey.	Share this song and the story at a church program.
WRAP UP QUESTION How do you see God in this story?						

THEME Stories About Abraham, Isaac, and Lot **STORY** All Aboard for Canaan **BIBLE** Genesis 11:27-32 **UABS Vol** 1-4-2 **PAGES** 138-141

MEMORY VERSE Genesis 12:2 "I will make you into a great nation and I will bless you."

FOCUS Abram leaves Our by faith.

FOCUS QUESTIONS

Have you ever had to move homes?
 Did you help with the packing?
 How did you feel when you left?

OUTCOMES	TEACHING STRATEGIES				
At the end of this story students will:	Speaking/Writing	Ordering	Touching/Making	Looking/Seeing	Musical/Hearing
 <p>Tell about Abram's departure from Ur,</p>	<p>Pretend you are Abram. Tell someone where you are going and why.</p>	<p>List the items Abram and Sarai had to pack to leave home.</p>	<p>From dough or clay, model some of Abram's animals that he took with him.</p>	<p>Pretend you are a visitor in Ur. Tell what you see as Abram leaves town.</p>	<p>Pretend you are a visitor in Ur. Tell what you hear as Abram leaves town.</p>
 <p>Want to follow God's leading in their life.</p>	<p>Write down what you would say to God if He called you.</p>	<p>Write down what you would say to God if He called you.</p>	<p>Do a 2 person mime. One is God calling, the other is your response.</p>	<p>Draw a poster of your response to God's calling on your life.</p>	<p>Write a poem of your response to God calling you.</p>
 <p>Share with the school the need to follow God's call.</p>	<p>Make up a short talk encouraging others to follow God's call.</p>	<p>Organise the program for the school assembly.</p>	<p>Help to arrange the decorations and other things for the assembly.</p>	<p>Send out invitations to the other school children.</p>	<p>Prepare some songs for the assembly.</p>
<p>WRAP UP QUESTION How do you see God in this story?</p>					

THEME Stories About Abraham, Isaac, and Lot **STORY** A Good Man's Footsteps **BIBLE** Genesis 12:1-20; 13:1-4 **UABS Vol** 1-4-3 **PAGES** 142-147

MEMORY VERSE Psalms 37:23 "The steps of a good man are ordered by the Lord."

FOCUS Being a faithful witness wherever we go.

FOCUS QUESTIONS Have you been to a far away place?
What was it like?

OUTCOMES	TEACHING STRATEGIES				
At the end of this story students will:	Speaking/Writing	Ordering	Touching/Making	Looking/Seeing	Musical/Hearing
 <p>Be able to recognise the faith Abraham needed to keep the vision in his heart for all that time.</p> <p>Understand that Abraham demonstrated his faith in God by obeying his call without question.</p>	<p>Tell about the night God called Abram to leave. What did you hear?</p>	<p>Calculate how far you could walk in one day. How far do you think Abraham walked?</p>	<p>Dramatize the story or part of the story.</p>	<p>Draw a map about Abraham's walk with God.</p>	<p>When Abram and his family left, what sounds did you hear?</p>
 <p>Identify the different ways people worship, how they worship and who they worship.</p> <p>Demonstrate their love for God through praise worship.</p>	<p>Write about how another church worships.</p>	<p>Make a list of the different ways we can worship God.</p>	<p>Role play how you worship in your church.</p>	<p>Draw cartoons on how and whom they worship.</p>	<p>Sing songs of praise with an instrument.</p>
 <p>Tell stories of early missionaries who came to your region.</p> <p>What did they have to give up to share the good news.</p>	<p>Go to the market and tell someone about how the early missionaries brought the gospel to their area.</p>	<p>Share a story of an early missionary and how far they came to witness for God. Tell someone in the village who is not a Christian.</p>	<p>Act out missionaries who came to your region to the whole school.</p>	<p>Design an artwork of the good news that they wanted to present.</p>	<p>Compose a song about the good news that the early missionaries brought into the region.</p>
WRAP UP QUESTION How do you see God in this story?					

THEME Stories About Abraham, Isaac and Lot **STORY** Choosing the Best **BIBLE** Genesis 13:2-13 **UABS Vol** 1-4-4 **PAGES** 149-151

MEMORY VERSE Genesis 13:8 "Let's not have any quarrelling between you and me."

FOCUS Unselfishness is the right way to act.

FOCUS QUESTIONS

Do you like sharing with others?

Is it easy to let someone have a choice of the best before you?

OUTCOMES	TEACHING STRATEGIES				
At the end of this story students will:	Speaking/Writing	Ordering	Touching/Making	Looking/Seeing	Musical/Hearing
 Know that choosing selfishly does not result in long lasting happiness.	Pretend to be Lot or Abraham. Write a story recording their conversation.	Compare Lot's land with Abraham's. Who had the best deal?	Create a mime showing Lot and Abraham choosing the land in front of them.	Pretend you are Lot. Describe all the nice things you see about the land in front of you.	Sing the song "I have a puppy and I am glad". Use toys to share with the song.
 Choose to be unselfish in all their dealings with others.	The teacher makes up stories requiring choices. Students explain how to make an unselfish choice.	Make a chart showing examples of unselfish choices.	Perform a drama to show how to be unselfish in all their dealings.	Make a poster that promotes unselfish choices.	Make up a song about unselfish choices.
 Serve others in an unselfish way at all times.	Tell another child how to choose unselfishly.	Share the chart at Sabbath School.	Collect food items. Share these with others, leaving the smallest/worst for yourself.	Share this poster and explain it at church.	Go to the market and sing some songs while sharing gifts with people. Tell them why.
WRAP UP QUESTION How do you see God in this story?					

THEME Stories About Abraham, Isaac and Lot **STORY** Not a Sandal Strap or a Thread **BIBLE** Genesis 13:14-18; 14:1-24 **UABS Vol** 1-4-5 **PAGES** 152-155

MEMORY VERSE Genesis 14:23 “I will accept nothing belonging to you, not even a thread or the thong of a sandal.”

FOCUS Stand Firm for What is Right.

FOCUS QUESTIONS Has your friend betrayed you?
How did you feel?

OUTCOMES	TEACHING STRATEGIES				
At the end of this story students will:	Speaking/Writing	Ordering	Touching/Making	Looking/Seeing	Musical/Hearing
 <p>Recognise Abraham's faithfulness. Understand why Abraham stood for what was right.</p>	Tell about why Abraham went and rescued Lot.	Collect a handful of rocks. Count them. How many descendents do you think Abraham had?	Dramatise the story.	Make a small altar in the classroom. Talk about the significance of altars in the Bible.	Compose a song about Abraham's choice.
 <p>Decide to do what is right at all times. Show firmness in their lives when doing things.</p>	Explain what helps you to do what is right when forced with a choice.	Review the school rules. Have the children recommit to obeying them.	Play a game that has rules and be fair in playing.	Reflect or illustrate how you would feel if you had to lie to somebody like your neighbour.	Write a poem about always doing right.
 <p>Serve others with love, not expecting anything in return. Share with others the importance of firmness.</p>	Make a gift and give it to someone who is unable to repay you.	Think of two ways to serve a class mate then carry it out.	Give a loaf of bread to the children and allow them to share it with others.	Share the smaller altar with the church and tell them what you have discovered.	Explain to someone what “not a sandal strap or thread” means.
WRAP UP QUESTION How do you see God in this story?					

THEME Stories About Abraham, Isaac and Lot **STORY** Children Like the Stars **BIBLE** Genesis 15:1-7 **UABS Vol** 1-4-6 **PAGES** 156-158

MEMORY VERSE Genesis 22:17 "I will surely bless you and make your descendants as numerous as the stars in the sky."

FOCUS Keeping Promises.

FOCUS QUESTIONS Do you like looking at the stars? How many are there?
What patterns do you see?

OUTCOMES	TEACHING STRATEGIES				
At the end of this story students will:	Speaking/Writing	Ordering	Touching/Making	Looking/Seeing	Musical/Hearing
 <p>Know that God always keeps His promises. Understand the importance of keeping promises.</p>	Tell how God kept His promise to Abraham.	<p>In a promise box count up how many promises there are. Choose three that you like.</p>	Create stars from materials that are available and hang them up in the classroom.	Discuss the importance of an heir in Abraham's culture and your own culture.	Sing some of the songs that have a promise in it.
 <p>Believe in the promises God has in the Bible.</p>	Choose a promise, memorise it, tell why you believe it.	List as many reasons as you can for believing God's promise.	Role play the story.	Draw a picture of a promise that has been chosen from the Bible. Write it up and draw.	Compose a song about keeping a promise and give it a tune.
 <p>Demonstrate to their friends how to keep promises.</p>	Make a small promise to a friend and keep it.	Make a chart of all the excuses for not keeping promises.	Teacher gives a certain task and children promise to do task at a given time.	Write Bible promises on leaf shapes then display. Draw a family tree.	Share this song in the church.
WRAP UP QUESTION How do you see God in this story?					

THEME Stories About Abraham, Isaac and Lot **STORY** Sarah Laughs Too Soon **BIBLE** Genesis 16:1-16; 17:1-17; 18:10-14; 21:1-8 **UABS Vol** 1-4-7 **PAGES** 159-161

MEMORY VERSE Genesis 21:1 “The Lord was good to Sarah and kept His promise.”

FOCUS God Keeps His Promise.

FOCUS QUESTIONS What is a promise?
Have you ever had to wait for someone to keep their promise. How did that make you feel?

OUTCOMES	TEACHING STRATEGIES				
At the end of this story students will:	Speaking/Writing	Ordering	Touching/Making	Looking/Seeing	Musical/Hearing
 <p>Know that God always keeps His promises. Understand that nothing is impossible for God.</p>	<p>Tell how God kept His promise to Sarah and Abraham.</p>	<p>How many promises did God make to Abraham? How many did he keep?</p>	<p>Act out the story “Sarah laughs too soon.”</p>	<p>Ask a mother to talk on how she felt when she could not have a baby for a long time.</p>	<p>Create jingles about God’s promises to Abraham.</p>
 <p>Choose to claim God’s promises as their own. Believe that God will keep His promises.</p>	<p>Choose a promise. Why do you like it?</p>	<p>Make a list of reasons why we can trust God?</p>	<p>Construct a mobile and hang promises on it.</p>	<p>Illustrate how Abraham believed in God.</p>	<p>Compose a promise song and make up a tune.</p>
 <p>Share a promise from God with others. Encourage God’s servants in their work eg Pastors, missionaries, LE, by sharing a promise.</p>	<p>Write out a promise neatly and share it with the Pastor.</p>	<p>Find some promises and group them into ideas. Share these with different people in the Church.</p>	<p>Play a game about keeping promises. Eg The child will say “I promise to put the rubbish in the bin.” He then runs off to put the rubbish in the bin.</p>	<p>Make a happy/sad face. Hold up appropriate face during the story.</p>	<p>Share this song with someone in the village.</p>
<p>WRAP UP QUESTION How do you see God in this story?</p>					

THEME Stories About Abraham, Isaac and Lot **STORY** Fire Falls From Heaven **BIBLE** Genesis 18:17-33; 19:1-30 **UABS Vol** 1-4-8 **PAGES** 162-167

MEMORY VERSE Genesis 19:14 “Hurry and get out of this place because the Lord is about to destroy this city.”

FOCUS The result of wickedness.

FOCUS QUESTIONS What would you do if your father said he would punish you?

OUTCOMES	TEACHING STRATEGIES				
At the end of this story students will:	Speaking/Writing	Ordering	Touching/Making	Looking/Seeing	Musical/Hearing
 <p>Realise the importance of saving others. Demonstrate how Abraham loved Lot.</p>	<p>Explain why Abraham wanted Lot saved.</p>	<p>Show the numbers involved in this story.</p>	<p>Act out the part where Abraham asked the angels and Jesus that Lot be saved.</p>	<p>Make a poster showing family love.</p>	<p>Perform rhymes on how Lot was saved.</p>
 <p>Recognise how God wants us to be saved. Decide to follow God's instruction better than anybody else's.</p>	<p>Tell how God has put the plan of salvation to work to save us.</p>	<p>How many reasons can you think of to explain why Abraham wanted to save Lot? Put the answers in order.</p>	<p>Mime being burnt in a fire. Mime what happens when you follow God's instructions.</p>	<p>Design a symbol eg a fish badge, to show that he/she follows God's instructions.</p>	<p>Pretend you are a servant. What do you hear Abraham saying to the visitors.</p>
 <p>Give a smile / hand to show that you care for others.</p>	<p>Give someone a small gift and tell them about God's plan to save them.</p>	<p>During this week keep a record of how many times you have shown care for someone.</p>	<p>Shake hands and smile to show you care for your friends in the class room.</p>	<p>Paint interesting designs of a fire and its patterns.</p>	<p>Share a song of salvation with someone else.</p>
<p>WRAP UP QUESTION How do you see God in this story?</p>					

THEME Stories about Abraham, Isaac and Lot **STORY** Loves Greatest Test

BIBLE Gen 21:2-20;
22:1-18

UABS Vol 1-4-9

PAGES 168-176

MEMORY VERSE Genesis 22:12 “Now I know that you truly obey God because you were willing to offer him your only son.”

FOCUS Abraham’s greatest was to love God more than his family.

FOCUS QUESTIONS What is the most important thing you have had to give up and why?
How did you feel about it?

OUTCOMES	TEACHING STRATEGIES				
At the end of this story students will:	Speaking/Writing	Ordering	Touching/Making	Looking/Seeing	Musical/Hearing
 <p>Know that sometimes God requires us to make sacrifices. Demonstrate faithfulness to God through obedience.</p>	Describe how Abraham felt when asked to sacrifice Isaac.	Make a chart of the benefits of making a sacrifice for God.	Using rocks/stones build an altar. Talk about significance of altars in the Bible.	Visit a sacrifice area or bring someone who used to make sacrifices in the village.	Pretend you are a servant. What do you hear Abraham and Isaac talking about on the way.
 <p>Surrender their lives to the will of God. Recognise the significance of sacrifice.</p>	Write a prayer of surrender to God’s will.	Make a list of some things we might have to sacrifice when we follow God’s will.	Act out the story and stress the importance of surrendering to the will of God.	Illustrate what Dorcas did when she was on this earth helping others, sharing love.	When you surrender your life to God what does that sound like?
 <p>Demonstrate a commitment to God’s will by making a sacrifice of time, money, toys, food to help the needy.</p>	Make get well cards for the sick and give them out.	Organise the collection and distribution of gifts to needy children.	Do chores in the classroom/school that shows your obedience to God.	Help some old people to clean and wash their belongings. Give food to them.	Compose different songs about sacrifices and sing these in the village.

WRAP UP QUESTION How do you see God in this story?

THEME Stories about Abraham, Isaac and Lot **STORY** The Girl With A Kind Heart **BIBLE** Gen 22:19-24, 23; 24:1-14 **UABS Vol** 1-4-10 **PAGES** 177-186

MEMORY VERSE Genesis 24:45 “Before I finished praying in my heart, Rebekah came out, with her jar on her shoulder.”

FOCUS Power of Prayer.

FOCUS QUESTIONS Why do we pray?
How do we know that God answers prayers?

OUTCOMES	TEACHING STRATEGIES				
At the end of this story students will:	Speaking/Writing	Ordering	Touching/Making	Looking/Seeing	Musical/Hearing
 <p>Understand that God answers prayers offered in faith.</p> <p>Know that we should always trust God in our decisions.</p>	<p>Pretend you are Abraham’s servant, write the prayer you prayed to God while on the way.</p>	<p>List the things you think Eleazar prayed for when heading to Ur.</p>	<p>Act out the story of Rebekah at the well and Eleazar praying.</p>	<p>Ask an elderly person to talk on how God has answered his/her prayer of faith.</p>	<p>Sing a prayer song such as “Close my eyes kneel to pray.”</p>
 <p>Believe that God answers prayer.</p>	<p>Write a letter of thanks to God for answering your prayer.</p>	<p>Which of the items above do you think God answered for Eleazar.</p>	<p>Gather in two’s or threes and pray.</p> <p>(Be specific in your prayers)</p>	<p>Show pictures of people whose prayers God has answered.</p> <p>Chart how God answered your prayers.</p>	<p>Create a thankful song to God for answering prayers.</p>
 <p>Share with others, stories about how God answers prayers.</p>	<p>Share the story from the top section with the local church members.</p>	<p>Share a list of answered prayers from the students at school.</p>	<p>Create a prayer corner in the classroom.</p>	<p>Write out some prayer cards. Teach children to pray who don’t know how to pray.</p>	<p>Share with others how God has answered your prayers.</p>
<p>WRAP UP QUESTION How do you see God in this story?</p>					

THEME Stories about Abraham, Isaac and Lot **STORY** The Boy with a Friendly Spirit **BIBLE** Genesis 25:7-11; 26:17-24 **UABS Vol** 1-4-11 **PAGES** 187-190

MEMORY VERSE Genesis 26:22 “The Lord has given us room and we will flourish in the land.”

FOCUS Friendliness is accepted everywhere.

FOCUS QUESTIONS What kind of a person do you want for a friend?

OUTCOMES	TEACHING STRATEGIES				
At the end of this story students will:	Speaking/Writing	Ordering	Touching/Making	Looking/Seeing	Musical/Hearing
 <p>Know that being friendly shows that God is in their lives. Demonstrate how to be friendly.</p>	Write a letter to a person in the class inviting them to be your friend.	Make a list of different ways we can be friends.	Walk around and greet children with a smile.	Make a friendship card for every home or school in the village.	Tell what you hear as you watch Isaac’s servants digging 3 wells.
 <p>Accept Jesus as their friend.</p>	Write a letter to Jesus accepting him as their friend.	Make a plan of how to show friendship to a stranger.	Create a hand action play showing someone accepting Jesus. Perform this together as a group.	Illustrate how Jesus is being a friend to us all and what he has done on our behalf.	Create a poem about accepting Jesus as your best friend.
 <p>Show friendliness to visitors and to everyone.</p>	Carry out an act of friendliness to someone at school. Report on the result.	Carry this plan out and report back to the class.	Go to the market area and greet people with a smile and wish them God’s blessing.	Give a gift, present or a card to a friend to show your love to them.	Perform a variety of songs for people to listen to.
WRAP UP QUESTION How do you see God in this story?					

THEME Stories of Jacob, Esau and Joseph **STORY** So Much for So Little **BIBLE** Genesis 25:19-34 **UABS Vol** 2-1-1 **PAGES** 9-12

MEMORY VERSE Genesis 25:34 "Then Jacob gave Esau bread and some lentil stew. He ate and drank, and then got up and left. So Esau despised his birthright."

FOCUS Valuable things need to be treated with importance.

FOCUS QUESTIONS Have you ever been given something very important by your parents?
How did you take care of it?

OUTCOMES	TEACHING STRATEGIES				
At the end of this story students will:	Talking/Writing	Ordering	Touching/Making	Looking/Seeing	Musical/Hearing
 <p>Know that the Bible says do not steal and ask before you receive or get things.</p>	<p>Discuss the consequences of cheating and its effects on others.</p>	<p>Make a list of the impact of having food or possessions stolen.</p>	<p>Dramatize the story of 'so much for so little.'</p>	<p>Draw a pot of stew. Underneath it write in some of the lessons from this story.</p>	<p>Create the sounds you would hear in this story.</p>
 <p>Reflect God's love to families, neighbours, communities.</p>	<p>Write about how God shows His love to our families.</p>	<p>Make a list of how God shows His love for a community.</p>	<p>Role play a family eating dinner. Emphasize: manners, tone of voice, respect etc.</p>	<p>Pretend you can see Jacob and Esau. Describe the differences you see between them.</p>	<p>Pretend you can hear Jacob and Esau. Describe the differences you hear between them.</p>
 <p>Respect family members. Learn how to share without receiving payment.</p>	<p>Gather some gifts and share them with the poor in the community.</p>	<p>Estimate the value of gifts given. Measure if this is really a loss.</p>	<p>Have the children go in groups to help: A family in the community. Clean up the church. Clean up the school.</p>	<p>Make a lentil stew. Share it with someone else and tell them the story and lessons learnt from the story.</p>	<p>Share other verses that you make up to this song "I have 2 sandwiches and I am glad."</p>
<p>WRAP UP QUESTION How do you see God in this story?</p>					

THEME Stories of Jacob, Esau, and Joseph **STORY** Cheating Never Pays **BIBLE** Genesis 27:1-45 **UABS Vol** 2-1-2 **PAGES** 13-19

MEMORY VERSE Proverbs 12:22 “Lying lips are an abomination to the Lord, but they that are truthful are his delight.”

FOCUS The results of cheating.

FOCUS QUESTIONS Have you ever cheated? Why?
Did it make you happy?

OUTCOMES	TEACHING STRATEGIES				
At the end of this story students will:	Talking/Writing	Ordering	Touching/Making	Looking/Seeing	Musical/Hearing
 <p>Demonstrate that cheating separates friends and families and communities.</p>	Retell the story of Jacob stealing the blessing from Esau.	List the steps that Jacob and Rebecca took to deceive Isaac.	Divide into groups and demonstrate the story.	Pretend you are in the room with Jacob and Esau. What do you see happening?	Pretend you are in the room with Jacob and Esau. What do you hear happening?
 <p>Make decisions/choices that reflect their understanding of the consequences of God's desire to be honest. Show that sin separates us from others and from God.</p>	Explain how sin will separate us from God.	Make a chart emphasising good choices, good consequences, bad choices and bad consequences.	Role play a story of a child lying and emphasize the consequences.	Draw up a map depicting the journey of Jacob.	Compose a poem about when sin overrules our lives.
 <p>Make good choices when playing and working with others.</p>	Work in someone else's garden to tidy it up.	Make a list of rules for a game and act as a referee.	Go outside to the school garden and let the children work together with others in a group.	Make a care card and on it write – I forgive you, cheating separates friends.	Write a log book of Jacob's feelings as he fled.
WRAP UP QUESTION How do you see God in this story?					

THEME Stories of Jacob, Esau, and Joseph **STORY** The Ladder From Earth to Heaven **BIBLE** Genesis 27:46; 28:1-22 **UABS Vol** 2-1-3 **PAGES** 20-24

MEMORY VERSE Psalm 86:5 “You are forgiving and good, O Lord, abounding in love to all who call to you.”

FOCUS God reminds Jacob that He hasn’t forgotten him.

FOCUS QUESTIONS Have you climbed a ladder?
What did you see at the top?

OUTCOMES	TEACHING STRATEGIES				
At the end of this story students will:	Talking/Writing	Ordering	Touching/Making	Looking/Seeing	Musical/Hearing
 <p>Know that God will work things out according to his promises.</p> <p>Know that God will always be ready to forgive.</p>	<p>Tell how Jacob was feeling when he ran from home.</p>	<p>Create a chart to show that even though Jacob had done some wrong things God still loved him.</p>	<p>Dramatize the story of Jacob.</p>	<p>Pretend you are Jacob. Tell about what you saw in your dream.</p>	<p>Using your hands clap a rhythm for the angels coming down and going up Jacobs ladder.</p>
 <p>Be willing and ready to accept God’s forgiveness, confess our sins or mistakes one to another.</p>	<p>Write a letter to God asking for and accepting God’s forgiveness.</p>	<p>Write out the steps needed to come to repentance.</p>	<p>Act out a play showing the need for forgiveness and to confess our mistakes to one another.</p>	<p>Illustrating with your head on a stone, talk about comfort.</p>	<p>Create a song for the words of Psalm 51.</p>
 <p>Make a prayer ladder of repentance.</p>	<p>Make a prayer ladder of repentance and share with a non-Christian?</p>	<p>Make a prayer ladder of repentance. Show the order of coming to repentance. Share this with someone at church.</p>	<p>Make a ladder of repentance out of sticks and twine. Stick the words to the rungs.</p>	<p>Pray with a friend or somebody in your class.</p>	<p>Sing ‘We are climbing Jacob’s ladder’ to the Church.</p>
<p>WRAP UP QUESTION How do you see God in this story?</p>					

THEME Stories of Jacob, Esau, and Joseph **STORY** A Long, Long Lesson **BIBLE** Genesis 29; 30:35-34; 31; 32:1,2 **UABS Vol** 2-1-4 **PAGES** 25-31

MEMORY VERSE Galatians 6:7 “Be not deceived, God is not mocked for whatsoever a man sows, that shall he also reap.”

FOCUS Faithfulness in serving.

FOCUS QUESTIONS

Have you ever stayed with a relative?

When it was time to go did they ask you to stay?

How did you feel?

OUTCOMES	TEACHING STRATEGIES				
At the end of this story students will:	Talking/Writing	Ordering	Touching/Making	Looking/Seeing	Musical/Hearing
 <p>Know that dishonesty brings bad results. Know that God does not encourage polygamy.</p>	Tell the long term results of Jacob’s disobedience.	List the dishonest things Jacob did to Isaac and list the consequences as well.	Cover a student from head to toe with a blanket. Get someone to guess who it is by feeling them.	Grow seed in a garden bed and watch what grows. Keep a daily record of growth for the rest of the term.	Pretend you are a wedding guest. What do you hear when Jacob discovers that he has been tricked?
 <p>Show faithfulness and maintain a positive attitude regardless of circumstances.</p>	Write a list of words that are positive and cheerful which can be used when being given a task.	Make a list of work that needs doing around school and choose one to carry out.	Play games with the children and see who is being faithful.	Faithfully water the plants and weed them.	Happy the home when God is there and sing “With Jesus in the Family.”
 <p>Tell the importance of faithfulness.</p>	Maintain a card writing ministry for the rest of the term.	Choose a person and commit to visit them until the end of the term.	Choose a plot in the school garden or make a flower garden and keep it for the rest of the term.	Write a log book of how Jacob feels as he flees away.	Compose a poem about the good deeds of faithfulness.
WRAP UP QUESTION How do you see God in this story?					

THEME Stories of Jacob, Esau, and Joseph

STORY Struggle in the Night

BIBLE Genesis 32:1-13, 23-33

UABS Vol 2-1-5 **PAGES** 32-35

MEMORY VERSE Genesis :32:26 "I will not let thee go, unless you bless me."

FOCUS God changes us through forgiveness.

FOCUS QUESTIONS Have you ever struggled to get free?
What does it feel like when you meet someone much stronger than you?

OUTCOMES	TEACHING STRATEGIES				
At the end of this story students will:	Speaking/Writing	Ordering	Touching/Making	Looking/Seeing	Musical/Hearing
 <p>Know that God is always willing and able to protect us. Understand that God never leaves us alone. Realise how powerful God is.</p>	<p>Relate an experience where children witnessed God's protection and believed in His power.</p>	<p>----- + FORGIVENESS = OVERCOMERS Find the missing word. Make up some more.</p>	<p>Show using body movements how God shows His power in different situations.</p>	<p>Draw and illustrate the two men wrestling in the night.</p>	<p>When Jacob was wrestling with the angel, what do you think they said to each other during the night?</p>
 <p>Accept a heart of forgiveness. Surrender their life to Jesus as their personal friend.</p>	<p>Write a letter of surrender to Jesus your friend.</p>	<p>Draw a flow chart that traces the path of a person from wrong doing to forgiveness.</p>	<p>Make a play outlining how to lead a person to Christ and how to accept him.</p>	<p>Describe what you see happening when a person gives their heart to Jesus.</p>	<p>Learn and sing "All to Jesus I surrender."</p>
 <p>Share with others the consequences of fighting.</p>	<p>Tell a group at school how best to handle confrontation and fighting.</p>	<p>List the criteria for solving conflicts in your local area. Discuss and share its similarities and differences.</p>	<p>Perform this play at the market with some songs.</p>	<p>Draw posters of happy and sad faces indicating when they are fighting/not fighting.</p>	<p>Sing during school assembly the song they learned.</p>
<p>WRAP UP QUESTION How do you see God in this story?</p>					

THEME Stories of Jacob, Esau, and Joseph

STORY The Twins Make Peace

BIBLE Genesis
32:13-21;
33:1-16

UABS Vol 2-1-6

PAGES 36-39

MEMORY VERSE Psalms 34:14 "Turn from evil and do good; seek peace and pursue it."

FOCUS Humble forgiveness.

FOCUS QUESTIONS How do you feel when someone has wronged you? Is it easy to forgive?

What does forgive and forget mean?

OUTCOMES	TEACHING STRATEGIES				
At the end of this story students will:	Talking/Writing	Ordering	Touching/Making	Looking/Seeing	Musical/Hearing
 <p>Understand that a humble spirit is part of forgiveness. Know that forgiveness brings people together.</p>	<p>Discuss how forgiveness brings people together: -home. -school.</p>	<p>Divide a circle into two parts. Write in letters FORGIVENESS. Give to two students to put together.</p>	<p>Create a dance without music to show how forgiveness brings people together.</p>	<p>Draw two hands shaking. On each hand write words of forgiveness.</p>	<p>When Jacob and Esau met, what did you hear them say to each other?</p>
 <p>Seek peaceful outcomes. Desire to forgive others as God forgave Jacob.</p>	<p>Write names of children you may have been bad to and seek forgiveness from them. As a group pray that God forgives you.</p>	<p>Use a flow chart to show the process of forgiveness.</p>	<p>Prepare a drama showing God forgiving Jacob and how we can forgive others.</p>	<p>Make cards with messages of forgiveness or reconciliation.</p>	<p>Compose a song or poem based on forgiveness.</p>
 <p>Practice forgiveness at home and school. Seek peaceful outcomes.</p>	<p>Pray for children at school who are fighting.</p>	<p>Create a forgiveness logo to be printed on a T-Shirt.</p>	<p>Share this drama at the market.</p>	<p>Group of 2s practice forgiveness verbally.</p>	<p>Share the poem and song with the church members on Sabbath.</p>
<p>WRAP UP QUESTION How do you see God in this story?</p>					

THEME Stories of Jacob, Esau, and Joseph **STORY** Sold Into Slavery **BIBLE** Genesis 33:17-20; 35; 37:1-28 **UABS Vol** 2-1-7 **PAGES** 40-46

MEMORY VERSE Genesis 37:28 “His brothers pulled Joseph up out of the cistern and sold him for twenty shekels of silver to the Ishmaelites, ...”

FOCUS Though Joseph was mistreated by his brothers, God was still with him. **FOCUS QUESTIONS** Have you ever seen a deep well? Was it dry or wet inside? How deep was it?

OUTCOMES	TEACHING STRATEGIES				
At the end of this story students will:	Talking/Writing	Ordering	Touching/Making	Looking/Seeing	Musical/Hearing
 <p>Know of Joseph’s mistreatment by his brothers.</p>	<p>Write a newspaper report entitled “Joseph fails to return home.” Be sure to interview the brothers.</p>	<p>List the reasons that the brothers had for getting rid of Joseph.</p>	<p>Make a bundle of straw from grass around the school and show how they bowed down as in Joseph’s dream.</p>	<p>Pretend you are Joseph. Describe what you saw on your journey to find your brothers and the reception you received when you arrived.</p>	<p>Pretend you are Joseph. Describe what you heard on your journey to find your brothers and the reception you received when you arrived.</p>
 <p>Do their best to take good care of their brothers and sisters regardless of how they behave.</p>	<p>Tell the class how to take good care of their brothers and sisters.</p>	<p>Tell the class of a plan to take good care of their brothers and sisters</p>	<p>Share this bunch of grass with your brother or sister and tell the story of Joseph and that you will take care of them.</p>	<p>Draw a picture of the wheat bowing down and the stars as well. Share this with your brothers and sisters and tell them that you will take care of them.</p>	<p>Write a poem about the wheat bowing down. Share this with your brothers and sisters and tell them that you will take care of them.</p>
 <p>Do some baby sitting in the village or community.</p>	<p>Arrange with parents in the community to baby sit their children as they go away for an afternoon to the market or somewhere else. Tell the children of Joseph’s story while you are looking after them.</p>				
<p>WRAP UP QUESTION How do you see God in this story?</p>					

THEME Stories of Jacob, Esau, and Joseph **STORY** A Sad, Sad Journey **BIBLE** Genesis 37:29-35 **UABS Vol** 2-1-8 **PAGES** 47-50

MEMORY VERSE Genesis 28:15 "I am with you and will watch over you wherever you go."

FOCUS Sometimes bad things happen to good people.

FOCUS QUESTIONS How would you feel if you had to travel all alone?
What could you do to feel better?

OUTCOMES	TEACHING STRATEGIES				
At the end of this story students will:	Talking/Writing	Ordering	Touching/Making	Looking/Seeing	Musical/Hearing
 <p>Know that God has a plan for each of us.</p> <p>Know that God will never leave us and we can trust in him.</p>	<p>Discuss the following questions:</p> <p>How do you know that God has a plan for you?</p> <p>What are things you do to show your trust in Him?</p>	<p>Write out what you think God's plan is for your life.</p>	<p>Create a mime of God not leaving us.</p>	<p>Draw a picture of yourself with an angel watching over you.</p>	<p>As Joseph was taken to Egypt what do you think he heard as he left his brothers?</p>
 <p>Show courage in challenging times.</p>	<p>Share an experience about a challenging time in your life/family school.</p>	<p>Play the game of Egypt to Canaan helping the weak ones in class.</p>	<p>Adopt body poses that show courage for a Christian.</p>	<p>Imagine you are in trouble or danger. Describe how you look when you have courage to face the situation.</p>	<p>Children produce different tones of voices while discussing what to do with Joseph.</p>
 <p>Encourage lonely people at school.</p>	<p>Write Bible promises to give to someone at school.</p>	<p>Ask everyone in class to bring a stick each. Put them together to illustrate how to encourage lonely people.</p>	<p>Seek out a lonely person and be with them for the whole day.</p>	<p>Make cards with words of encouragement. Give to someone away from school.</p>	<p>Find a lonely person at school and spend time each day talking to them and encouraging them.</p>
<p>WRAP UP QUESTION How do you see God in this story?</p>					

THEME Stories of Jacob, Esau, and Joseph **STORY** Two Strange Dreams **BIBLE** Genesis 37:36;39;40 **UABS Vol 2-1-9** **PAGES** 51-56

MEMORY VERSE Isaiah 12:2 “Behold, God is my salvation, I will trust and not be afraid.”

FOCUS God continues to bless Joseph.

FOCUS QUESTIONS Why was Joseph in prison?
How did he react to being in prison?

OUTCOMES	TEACHING STRATEGIES				
At the end of this story students will:	Talking/Writing	Ordering	Touching/Making	Looking/Seeing	Musical/Hearing
 <p>Understand that God can use us to bless others and lead them to Him.</p>	<p>Discussion topics: How can we be a blessing to others? What can we do to lead people to God?</p>	<p>List what is similar and what is different between the two dreams that Joseph had to interpret.</p>	<p>Think of ways we can bless others. Mime these and see if the rest of the class can guess what they are.</p>	<p>Draw the steward's wine glass, basket of bread – birds pecking at the bread.</p>	<p>Talk Show, eg How often do you have a dream?</p>
 <p>Accept God's leading and trust in His ways – show courage to stand up for what is right.</p>	<p>Talk about the discussion topics and determine to follow what has been discussed.</p>	<p>Take children to an unknown track which you know and have shown a student leader half way, you disappear and get student leader to take them to the end.</p>	<p>Blindfold a child. Lead them around safely. Ask what does it take to trust someone?</p>	<p>Children make cards with a message about God's leading and to trust Him.</p>	<p>Organise a talent quest. The students will take part in their own production.</p>
 <p>Demonstrate courage in sharing Jesus with people.</p>	<p>Share Jesus with children in your community (invite children in the neighbourhood to share too).</p>	<p>Get the children to collect some unused clothes and class visit a village and give them to the poor. Collect – gather, sort, share.</p>	<p>Visit a prison and sing songs to the prisoners. Tell them about God.</p>	<p>Give the card to a class mate to take home.</p>	<p>Motivate others to be courageous through watching, listening and acting.</p>
<p>WRAP UP QUESTION How do you see God in this story?</p>					

THEME Stories of Jacob, Esau, and Joseph **STORY** From the Dungeon to the Throne **BIBLE** Genesis 41:1-43 **UABS Vol** 2-1-10 **PAGES** 57-60

MEMORY VERSE Job 23:10 “But he knows the way that I take, when he has tested me, I will come forth as gold.”

FOCUS God’s plan for Joseph is now seen.

FOCUS QUESTIONS Have you ever been given a reward? How did you feel?
Did you deserve it and why?

OUTCOMES	TEACHING STRATEGIES				
At the end of this story students will:	Talking/Writing	Ordering	Touching/Making	Looking/Seeing	Musical/Hearing
 <p>Understand that God works for the good of those who love Him. Know that when we are faithful and true to God we will be rewarded.</p>	Share with the class what the Lord has done for you.	Contrast life in a dungeon to life in a palace – similarities and differences.	Dramatize episodes from the story.	Draw caves and thrones.	Talk about the different sounds you hear in the prison and then in the palace.
 <p>Appreciate that faithfulness leads to perseverance.</p>	Write down the outcomes of faithfulness. eg reward, blessing, happiness.	Make a list of evidences of Joseph’s faithfulness and match them with corresponding rewards eg Joseph says no to Pharaoh’s wife – prison – throne.	Make a track and trail. The person who finishes by being faithful is the winner.	Put special stickers on work well done.	Create a poem about faithfulness and perseverance.
 <p>Show faithfulness and diligence when serving others.</p>	Recite a poem on faithfulness.	Organise a program to distribute food in the community for those who are needy.	Visit an elderly sick person on a regular basis and give things that will make them feel better.	Share the story on God’s protection.	Share the poem and story at church.
WRAP UP QUESTION How do you see God in this story?					

THEME Stories of Jacob, Esau, and Joseph **STORY** Noblest of All **BIBLE** Genesis 41:45-57; 42;43:1-47:27 **UABS Vol** 2-1-11 **PAGES** 61-72

MEMORY VERSE Proverbs 11:25 “A generous man will prosper, he who refreshes others will himself be refreshed.”

FOCUS How Joseph treated his brothers. **FOCUS QUESTIONS** When someone who has wronged you comes to ask something of you how will you treat them?
How do we forgive someone who has hurt us?

OUTCOMES	TEACHING STRATEGIES				
At the end of this story students will:	Talking/Writing	Ordering	Touching/Making	Looking/Seeing	Musical/Hearing
 <p>Understand that forgiveness can be demonstrated through acts of kindness. Know that God will fulfil his purpose in us.</p>	Talk about some acts of kindness that can be demonstrated in your life.	Make a list of all the things Joseph may have forgiven his brothers for.	Act out the meeting of Joseph and his brothers.	Draw the face of Pharaoh King of Egypt.	When the brothers finally meet Joseph and knew who he was, tell what you hear happening in the room.
 <p>Express forgiveness.</p>	Discussion topic: How do you feel after forgiving someone? Can God fulfil His purpose in you? How?	Make a list of the steps we need to take from wrong doing to restoration and forgiveness.	Show different ways of expressing forgiveness.	Wrap special gifts to share with others.	Write a song about forgiveness.
 <p>Demonstrate through acts of restoration a forgiving heart.</p>	Explain to the class what a forgiving heart really means.	Explain why Jesus said to Peter 70x7 we ought to forgive others.	Plan some acts of kindness for those who are against the school.	Show kindness by sharing the gifts with others especially those who may be against the school.	Share the love of Jesus through the song eg at Church, at Sabbath School.
WRAP UP QUESTION How do you see God in this story?					

THEME Stories Of Israel in Egypt **STORY** Light in the Darkness **BIBLE** Exodus 1:1-14, Genesis 50:22-26 **UABS Vol** 2-2-1 **PAGES** 75-78

MEMORY VERSE Genesis 50:24 “God will take care of you and lead you out of Egypt to the land he promised.”

FOCUS Abraham, Isaac and Jacob. **FOCUS QUESTIONS** What happens when the sun is covered by clouds?
How do you know when the sun is coming out again?

OUTCOMES	TEACHING STRATEGIES				
At the end of this story students will:	Talking/Writing	Ordering	Touching/Making	Looking/Seeing	Musical/Hearing
 <p>Understand that in good times and in bad times God continues to bless His people.</p> <p>Know that when times are hard we find hope in God's promises.</p>	Talk about the benefits of trusting in Jesus both in the good times and in the bad.	Discuss the logical reasoning for doing good to those who wrong you.	Act out some blessing that God gives us.	Draw clouds hiding the face of the sun.	Children bring candles or torches and explain why light is a necessity.
 <p>Respond to challenges with an attitude of hope.</p>	Discuss in groups why we should respond to challenges with an attitude of hope.	<p>Make a chair with three pieces of wood.</p> <p>Construct a bridge with 5 steps of hope with the first to the last steps being JESUS.</p>	Rewrite some promises into a rap and clap them.	Read God's promises then make cards containing special promises.	Write a poem about hope and challenges.
 <p>Share with others the promises of hope.</p>	Share with others in the upper classes promises of hope.	Share with others in the upper classes promises of hope.	Make a gift then share with others the promises of hope.	Give cards to the sick.	Share the poem with others.

WRAP UP QUESTION How do you see God in this story?

THEME Stories Of Israel in Egypt **STORY** Baby to the Rescue **BIBLE** Exodus 1:15-2:10 **UABS Vol** 2-2-2 **PAGES** 79-84

MEMORY VERSE Psalm 91:11 “For he will command his angels concerning you to guard you in all your ways.”

FOCUS God keeps us safe. **FOCUS QUESTIONS** When danger is near what do you do?
When someone else is in danger what do you do?

OUTCOMES	TEACHING STRATEGIES				
At the end of this story students will:	Talking/Writing	Ordering	Touching/Making	Looking/Seeing	Musical/Hearing
 <p>Know that God has many ways to solve our problems. Know that God gives us guardian angels to watch over us.</p>	<p>Explain from the story how God solved a problem. Discuss the work of the angels.</p>	<p>Solve a riddle of getting to the other side of a river without an outboard Try to think of as many ways as possible.</p>	<p>Play the part of a guardian angel for a morning.</p>	<p>Draw a life boat – make boats of wood, straw, coconut leaves, paper.</p>	<p>Pretend you are at the Nile river. What do you hear?</p>
 <p>Show courage in times of danger.</p>	<p>Express to the group or class how you feel when you face danger. Discuss after.</p>	<p>Draw a flow chart of steps to take in times of danger.</p>	<p>Act out the part that Miriam played looking out for Moses.</p>	<p>Demonstrate how the above is done.</p>	<p>Take the children to the river or sea and listen to the sounds they make.</p>
 <p>Demonstrate care for others.</p>	<p>Retell the story to the whole class (emphasize the good points) 1. Courage. 2. Stand up for what is right. 2. Angels watch care etc.</p>	<p>Make a list of the people in need of care in your village. Choose to care for one of them.</p>	<p>Take time to look after a small child in the village for a morning.</p>	<p>Teach others how to make the above craft work.</p>	<p>Share the beauty of God’s watch care over baby Moses and us.</p>
WRAP UP QUESTION How do you see God in this story?					

THEME Stories Of Israel in Egypt **STORY** Training A Prince **BIBLE** Exodus 2:10 Acts 7:20-23 **UABS Vol** 2-2-3 **PAGES** 85-88

MEMORY VERSE Proverbs 22:6 “Train a Child in the way he should go, and when he is old he will not turn from it.”

FOCUS Children need to be trained to follow God. **FOCUS QUESTIONS** How does a little child feel when he is lost or separated from his mother?
What could he/she do if they become lost?

OUTCOMES	TEACHING STRATEGIES				
At the end of this story students will:	Talking/Writing	Ordering	Touching/Making	Looking/Seeing	Musical/Hearing
 <p>Recognise that parents and teachers are God’s helpers in preparing us for God’s kingdom.</p>	<p>Divide into two groups and discuss:</p> <ul style="list-style-type: none"> -the work of parents. -the work of teachers in helping us prepare for God’s kingdom. 	<p>Make a list of things teachers and parents can do to help prepare us for God’s kingdom.</p>	<p>Perform a drama showing parents training children in love.</p>	<p>Pretend you are a palace servant. What do you see in Moses’ room?</p>	<p>What sounds did Moses hear around the palace?</p>
 <p>Willingly accept guidance from parents and teachers.</p>	<p>Share the importance of willingly accepting guidance from teachers and parents.</p>	<p>Write “I will accept guidance from teachers and parents and stick them to their names.</p>	<p>Using mime show examples of people willingly accepting guidance.</p>	<p>Draw a picture of parents guiding a child. Write Proverbs 22:6 under it.</p>	<p>Describe what it sounds like to willingly accept guidance from parents and leaders.</p>
 <p>Show appreciation for those who teach us God’s love.</p>	<p>Present little gifts to teachers during assembly as a token of appreciation for their teaching.</p>	<p>Make up a thank you card and give to the pastor or parents or teachers.</p>	<p>Shake the hand and say thank you to people who teach you about Jesus.</p>	<p>Make a thank you card for mothers and fathers thanking them for their guidance.</p>	<p>Sing for the mothers and fathers the song “With Jesus in the family…” then thank them for teaching you about God’s love.</p>
<p>WRAP UP QUESTION How do you see God in this story?</p>					

THEME Stories Of Israel in Egypt **STORY** Flight for Life **BIBLE** Exodus 2:11-21; Acts 7:24-29 **UABS** Vol 2-2-4 **PAGES** 89-94

MEMORY VERSE Numbers 32:23 “Be sure your sins will find you out.”

FOCUS Moses takes God’s plan into his own hands. **FOCUS QUESTIONS** What happens when you don’t own up to something wrong you’ve done?
How do you feel?

OUTCOMES	TEACHING STRATEGIES				
At the end of this story students will:	Talking/Writing	Ordering	Touching/Making	Looking/Seeing	Musical/Hearing
 <p>Understand that we cannot hide our wrong doings and it is only through God’s grace that we can make them right. Know that even when we do wrong God still has a plan or us.</p>	<p>Write some ‘wrong things’ we sometimes hide from parents and teachers. Discuss how we can change these bad behaviours.</p>	<p>Do an activity where the teacher does something wrong in a maths problem and get the students to find out.</p>	<p>Role play the story of the prince.</p>	<p>Tell someone what you saw Moses do.</p>	<p>Tell someone what you heard Moses do.</p>
 <p>Appreciate the peace that comes from God’s mercy and trusting in His direction.</p>	<p>Share with each other how you feel when you trust in God.</p>	<p>Get students into groups, draw a shape that reminds them of a peaceful event. Discuss.</p>	<p>Children have to do the actions to the song ‘I’ve got peace like a river; joy; love in my soul.’</p>	<p>Draw a peaceful scene to portrait God’s peace.</p>	<p>Write a poem about the peace that God gives.</p>
 <p>Demonstrate God’s mercy when solving conflict.</p>	<p>Talk about some fearful situations and share how God can solve those problems (go to another class).</p>	<p>Encourage them to help solve their classmate’s problem in other subjects.</p>	<p>Create a poster using the line ‘Don’t fight, Jesus loves you’.</p>	<p>Listen to others’ sad experience and pray with them.</p>	<p>Give a copy of the poem to somebody.</p>

WRAP UP QUESTION How do you see God in this story?

THEME Stories of Israel in Egypt **STORY** Voice in the Desert **BIBLE** Exodus 2:21-4:27 **UABS Vol** 2-2-5 **PAGES** 95-100

MEMORY VERSE Exodus 3:12 “God replied, ‘I will be with you and you will know that I am the one who sent you.’”

FOCUS Reverence and humility to serve God. **FOCUS QUESTIONS** When you are asked to do a big job that is hard, how do you feel?
What do you do? How can you find help to do this job?

OUTCOMES	TEACHING STRATEGIES				
At the end of this story students will:	Speaking/Writing	Ordering	Touching/Moving	Looking/Seeing	Musical/Hearing
 <p>Understand that no job is too big for God and he will help us do great things. Know that God wants us to be humble when we serve Him and others.</p>	<p>Talk about God and the mighty things He can do to people who humble themselves.</p>	<p>Get a small member of the class to carry a very heavy object. Calculate how long it will take before he lets go. Repeat with other children.</p>	<p>Role play the story.</p>	<p>Draw a picture of God as the source of everything.</p>	<p>Describe the voice you think Moses heard. What did it sound like?</p>
 <p>Show a humble spirit when worshipping and serving God.</p>	<p>Discuss “humility” in worshipping and serving God</p>	<p>Write the equation for JOY – Jesus – Others – Yourself. Explain what this means.</p>	<p>Do actions to each word of the memory verse.</p>	<p>Tell what you see when people are worshipping with humility.</p>	<p>Tell what you hear when people are worshipping with humility.</p>
 <p>Demonstrate God’s authority through humble worship and service.</p>	<p>Write out an invitation to a friend to come to church. Write what they will do and see.</p>	<p>Make a pyramid of the levels of authority in your school. Pray for the one at the top of this pyramid.</p>	<p>Make mini mud bricks and use them to build a model house.</p>	<p>Share with others how God answers prayers when we are humble. Make a poster.</p>	<p>Help others to lighten the load of work needing to be done.</p>
<p>WRAP UP QUESTION How do you see God in this story?</p>					

THEME Stories Of Israel in Egypt **STORY** God's Sevenfold Promise **BIBLE** Exodus 4:28-6:29 **UABS** Vol 2-2-6 **PAGES** 101-103

MEMORY VERSE Psalm 91:15 "He will call upon me, and I will answer him; I will be with him in trouble, I will deliver him and honour him."

FOCUS God Keeps His Promises. **FOCUS QUESTIONS** When you have tried and tried and you still don't get it right what/who gives you hope to carry on?

OUTCOMES	TEACHING STRATEGIES				
At the end of this story students will:	Talking/Writing	Ordering	Touching/Making	Looking/Seeing	Musical/Hearing
 <p>Know that God keeps His promises. Understand that when there seems to be no hope there is God!</p>	<p>Recite some memory verses with promises.</p>	<p>Create a secret code from a number game that says: HOPE A B C D _____ Z 1 2 3 4 _____ 26 5,15,16,8 = EOPH form a word from these letters – HOPE.</p>	<p>Play a game of 'pass the parcel' ensuring each child gets a prize.</p>	<p>Illustrate one of the seven promises.</p>	<p>Song: "Lord lift me up and set me higher." Learn and sing "I just keep trusting my Lord." Discuss and highlight God's promises.</p>
 <p>Show faith in God's promises.</p>	<p>Listen to each group member share a Bible promise that they have experienced.</p>	<p>Analyse the colours of a rainbow. What does it remind you of? 'ROYGBIV' say the colours in vernacular.</p>	<p>Create an action or movement expressing their joy in receiving a prize.</p>	<p>Create a play to portray God as being so BIG, so STRONG and so MIGHTY.</p>	<p>Add percussion to parts or words of the song to describe relating to God eg. Trusting – a bell sound.</p>
 <p>Encourage others with God's promises.</p>	<p>Write up promises on colourful cards and distribute to the community.</p>	<p>Play a game of cat chasing a rat. Get one member to be a cat and the other a rat. Form a circle and only let the rat in but not the cat. As long as the rat is in the circle it is safe.</p>	<p>Choose a memory verse that is a promise and put actions to each word or part. Share with your church or school.</p>	<p>Make cards and write a special promise and share with others.</p>	<p>Share songs and items to people in hospital or clinics or a family needing encouragement.</p>
<p>WRAP UP QUESTION How do you see God in this story?</p>					

THEME Stories of Israel in Egypt **STORY** Frogs in the Palace **BIBLE** Exodus 7:8-8:32 **UABS Vol** 2-2-7 **PAGES** 106-110

MEMORY VERSE Romans 8:28 “And we know that in all things God works for the good of those who love Him.”

FOCUS There are consequences for going back on your word to God. **FOCUS QUESTIONS** What would happen if there were 1000 frogs in this room today?
Do people eat frogs?
What about mosquitoes? Who can stop all that?

OUTCOMES	TEACHING STRATEGIES				
At the end of this story students will:	Speaking/Writing	Ordering	Touching/Moving	Looking/Seeing	Musical/Hearing
 <p>Know that God is true to His word. Understand that God works for the good of those who love Him.</p>	Write three promises from the Bible that show God is true to his word.	Make a collection of different types of frogs and create a chart or drawing of frogs on the walls.	Play charades and miming the 10 plagues.	Pretend you are the King, tell what you see happening in the palace.	Pretend you are the King, tell what you hear happening in the palace.
 <p>Choose to trust in God especially when things go wrong.</p>	Discuss how the people in Egypt must have felt when they saw all the frogs. How would a Hebrew interpret this plague? Discuss.	Make the shape of a frog from different geometric shapes.	Create motions for a frog in the class or other animals.	Review what God has done for you in the past.	Decide how we can still trust God even when things don't go well.
 <p>Share with others God's awesome love by providing for needy people.</p>	Write a list of things that the class can collect to share with needy children at the school. Collect them and share them.	Colour in the shapes formed and share a message of God's love to children from a nearby village.	Act out the story in the church.	Create a poster: "God cares for the needy people too."	Perform a musical concert in the village.
WRAP UP QUESTION How do you see God in this story?					

THEME Stories Of Israel in Egypt **STORY** Three Dark Days **BIBLE** Exodus 9:1-10:29 **UABS Vol** 2-2-8 **PAGES** 111-114

MEMORY VERSE Psalm 91:10,11 "...no harm will befall you, no disaster will come near you, for he will command his angels to guard you in all your ways."

FOCUS Respect for God. **FOCUS QUESTIONS** What can you do when everything is dark?
What would be hard to do if it was dark all the time?

OUTCOMES	TEACHING STRATEGIES				
At the end of this story students will:	Speaking/Writing	Ordering	Touching/Moving	Looking/Seeing	Musical/Hearing
 <p>Know that God is much stronger than any man and He is to be respected. Understand the importance of obedience to God.</p>	<p>Discuss the story and present a readers theatre on the topic.</p>	<p>Compare God's power and Pharaoh's power.</p>	<p>Using instrumental music, work in groups to create motions for a fly dance or actions of the creatures.</p>	<p>Illustrate why it is important to obey God.</p>	<p>Song: This little light of mine.</p>
 <p>Respect God through humble obedience.</p>	<p>Write humble behaviours that can be practised in school, at church, at home.</p>	<p>Plan an activity where you say some respectful words to someone and observe their response.</p>	<p>Create an object that stands for humility. Explain it to the class.</p>	<p>Show respect and obedience in their lives.</p>	<p>Compose little chants to help children obey etc. Teacher Sing: Are you listening? Children Sing: Yes we are listening.</p>
 <p>Demonstrate respect for God through humble obedience.</p>	<p>Speak to children in the class with a humble heart.</p>	<p>In groups have class do humble acts for an elderly person and report on it in Bible class each day.</p>	<p>Appoint each member of the class to be responsible for picking up rubbish from certain parts of the church grounds each Friday.</p>	<p>Share with others what happens when we obey God.</p>	<p>Sing this little light of mine then insert individual names. Perform for another class.</p>
<p>WRAP UP QUESTION How do you see God in this story?</p>					

THEME Stories of the Exodus **STORY** Blood on the Doorposts **BIBLE** Exodus 11:1-12:36 **UABS Vol** 2-3-1 **PAGES** 116-120

MEMORY VERSE John 3:16 "For God so loved the world that he gave his only son that whosoever believes in Him should not perish but have everlasting life".

FOCUS God's Redemptive Action. **FOCUS QUESTIONS** Have you seen animal's blood?
How did that make you feel?
What would it be like to paint blood onto your house?

OUTCOMES	TEACHING STRATEGIES				
At the end of this story students will:	Speaking/Writing	Ordering	Touching/Moving	Looking/Seeing	Musical/Hearing
 <p>Understand that the blood on the doorposts was God's redemptive action and an insight into what was to come.</p>	<p>Discuss how you would feel if you were the first born child in Egypt.</p>	<p>Arrange the 10 plagues of Egypt on cards in order from first to last.</p>	<p>Mime and role play the story.</p>	<p>Draw pictures of doors with blood on the doorposts.</p>	<p>What do you hear as the doors are painted?</p>
 <p>Accept God's offer of redemption.</p>	<p>Write a letter to God accepting his offer of redemption.</p>	<p>Put numbers 1-10 on the board and ask the students if they were in Egypt which one would save them from death?</p>	<p>Dramatise the painting of the doorposts.</p>	<p>Draw symbols showing acceptance of God's salvation.</p>	<p>Sing "For God so loved the world."</p>
 <p>Show a willingness to obey. Help serve others in danger/need.</p>	<p>Choose a person in the community and do something kind to help them.</p>	<p>Tell the class how many times Pharaoh disobeyed Moses/God.</p>	<p>Go to the community and pickup rubbish, clean up a specified area.</p>	<p>Make a sympathy love card for those who have lost loved ones.</p>	<p>Perform the song above for church or another class.</p>

WRAP UP QUESTION How do you see God in this story?

THEME Stories of the Exodus **STORY** On To Freedom! **BIBLE** Exodus 12:37-42 **UABS Vol** 2-3-2 **PAGES** 121-126
 13:17-22

MEMORY VERSE Psalm 91-11 “For He shall give His angels charge over thee to keep thee in all they ways.”

FOCUS The Children of Israel all leave Egypt. **FOCUS QUESTIONS** Have you ever been on a long journey?
 Where did you go?
 How did you feel before leaving?

OUTCOMES	TEACHING STRATEGIES				
At the end of this story students will:	Talking/Writing	Ordering	Touching/Making	Looking/Seeing	Musical/Hearing
 <p>Acknowledge God’s leading power. Realise that God is always with His people.</p>	Brainstorm how the Children of Israel felt about being free.	In pairs make time capsules filled with items that the Israelites may have included as God set them free.	Role play the story.	Draw a cloud and a pillar of fire to display God’s presence.	Create a play on how God leads His people.
 <p>Accept God’s leading. Appreciate God’s handiwork.</p>	Interview people at Church and ask them how God has led them in their lives.	Find out from parents, elders or Pastors how many groups of people marched out of Egypt.	Play a honeymoon game – pack school bags real fast and get from A to B.	Draw facial expressions of joyful people.	Sing Hymn no 12 Joyful, Joyful we adore thee.
 <p>Give praise and honour to God. Help and encourage others who are physically weak.</p>	Create a book of stories of God’s leading and give it to the Pastor to use as children’s stories.	Make a post card of five ways of praising God.	Make a list of praise words and put an action to each word. Eg throw hands in the air and say “awesome”.	Make cards with special messages in relation to God’s deliverance. Give it to others.	Play music to those who are physically weak!
WRAP UP QUESTION How do you see God in this story?					

THEME Stories of Exodus **STORY** Walking Through the Sea **BIBLE** Exodus 13:17-22 **UABS Vol** 2-3-3 **PAGES** 127-132
14:1-22

MEMORY VERSE Exodus 14:14 "The Lord will fight for you; you need only to be still."

FOCUS God provides a way of escape. **FOCUS QUESTIONS** Have you ever been trapped with no way out?
What is the most scariest thing you have done?

OUTCOMES	TEACHING STRATEGIES				
At the end of this story students will:	Talking/Writing	Ordering	Touching/Making	Looking/Seeing	Musical/Hearing
 <p>Recognise that God performed a mighty miracle. Realise God's leading in times of trouble.</p>	<p>Discuss what a miracle is. Discuss the miracle of the Red Sea parting.</p>	<p>Create a design formed by the parting water.</p>	<p>Dramatize the song "How did Moses cross the Red Sea - cross, walk, hop etc."</p>	<p>Make a class mural showing the Red Sea parted. Make a tambourine.</p>	<p>Learn the song 'How did Moses cross the Red Sea?' Sing: "He's able."</p>
 <p>Trust God to lead. Ask God to help them overcome doubts and fears.</p>	<p>Write a prayer asking God to help them overcome doubts and fears.</p>	<p>Experiment with different ways to hold back water. Stress: Only God can hold back water.</p>	<p>Bermuda Trail Create an obstacle course for children to go through blind folded. Use a rope or another child to lead.</p>	<p>Draw a comic strip of a child crossing the Red Sea, and put his/her thoughts in "speech bubbles."</p>	<p>When the people trusted God, what sounds did they hear?</p>
 <p>Tell others about God's miracles to share his awesome character. Pray for each other.</p>	<p>Share this prayer with another adult.</p>	<p>Tell someone of each of the miracles that led up to the Children of Israel being set free.</p>	<p>Present the song "How did Moses cross the Red Sea?" to an upper class.</p>	<p>Investigate types of water. Discuss the importance. Discuss the feelings of being very thirsty.</p>	<p>Play a piece of music that sounds like the sea eg big waves, calm sea etc.</p>

WRAP UP QUESTION How do you see God in this story?

THEME Stories of the Exodus **STORY** Song of Victory **BIBLE** Exodus 14:21-15:21 **UABS Vol** 2-3-4 **PAGES** 133-138

MEMORY VERSE Psalm 118:1 “Give thanks to the Lord, for He is good because His love endures forever.”

FOCUS God gives us victory. **FOCUS QUESTIONS** How do you celebrate a win?
How do you feel when you win?

OUTCOMES	TEACHING STRATEGIES				
At the end of this story students will:	Speaking/Writing	Ordering	Touching/Moving	Looking/Seeing	Musical/Hearing
 <p>Identify responses to a victory and recognise what impact that has. Give credit to God for their victories.</p>	<p>Create a Readers Theatre of the Israelite’s victory.</p>	<p>Make a sequence chart/flow chart showing events and how they happened.</p>	<p>Re-enact the crossing of the Red Sea and the celebrations that followed.</p>	<p>Make a victory crown with paper. Create Moses’ rod using paper.</p>	<p>Compose a victory chant using body percussion.</p>
 <p>Connect with God through praise and worship. Express thankfulness in praise and worship.</p>	<p>Write a song of praise to God.</p>	<p>Make a consequences chart. God on my side – victory – thankfulness praise to God.</p>	<p>Compose actions to a praise song (creative expressions).</p>	<p>Make a scroll of memory gems. Children may make more than one to share. (a wall hanging).</p>	<p>Play the sounds of victory with different instruments.</p>
 <p>Participate in praise and worship. Invite others to praise and worship.</p>	<p>Sing this song at Sabbath School.</p>	<p>In a praise chorus count the number of times the word praise is used.</p>	<p>Present the creative expression that they have learnt to another class or school assembly.</p>	<p>Share the memory gem with others to hang on the wall.</p>	<p>Perform a composed victory chant.</p>
<p>WRAP UP QUESTION How do you see God in this story?</p>					

THEME Stories of the Exodus **STORY** Food in the Desert **BIBLE** Exodus 15:22-27 16:1-36 **UABS Vol** 2-3-5 **PAGES** 140-145

MEMORY VERSE Philippians 4:19 “And my God will supply all your need according to His glorious riches in Christ Jesus.”

FOCUS God will supply our needs. **FOCUS QUESTIONS** What is a craving?
What food have you craved??

OUTCOMES	TEACHING STRATEGIES				
At the end of this story students will:	Talking/Writing	Ordering	Touching/Making	Looking/Seeing	Musical/Hearing
 <p>Know that God alone is worthy of worship. Know that water is the source of life. Understand that God will provide for our needs.</p>	Recall and retell the sequence of events from water to quails.	Make a flow chart of events from water to quail.	Mime every part of the story eg. some children are the rocks, some can be water coming out of the rock.	Draw a picture of what you think manna looks like.	<p>Compose a chant expressing the Children of Israel's grumblings eg “O Lord I’m hungry and I want to be fed.”</p> <p>Compose a chart expressing God’s dismay at their grumblings</p>
 <p>Make right choices between good and bad food. Respond to God’s grace by showing an attitude of thankfulness.</p>	Do a presentation about good and bad food.	Sort foods into groups of common attributes.	<p>Blindfold children and let them taste different food. Children then choose which food is good and which is bad.</p> <p>Discuss the results.</p>	Tell how you see the Children of Israel behaving once they see the manna.	Learn the song “Jesus gave us paw paw.”
 <p>Demonstrate gratefulness through sharing and caring.</p>	Share a grace with others.	Share a fish and three kinds of food with a friend.	Make a fresh fruit salad to share.	Collect a basket of food to share with somebody. Tell the story of how God provided food for the Israelites.	Sing a grace for food that is shared.
WRAP UP QUESTION How do you see God in this story?					

THEME Stories of the Exodus **STORY** Too Busy Doing Good **BIBLE** Exodus 17:1-18:27 **UABS Vol** 2-3-6 **PAGES** 146-150

MEMORY VERSE Psalm 46:1 "God is our refuge and strength, a very present help in trouble."

FOCUS Jethro helps Moses organise the camp. **FOCUS QUESTIONS** Who is the boss in your family? Who is the boss in your tribe or community?
Who is the boss in your country? Why do we need such bosses?

OUTCOMES	TEACHING STRATEGIES				
At the end of this story students will:	Talking/Writing	Ordering	Touching/Making	Looking/Seeing	Musical/Hearing
 <p>Understand that complaining only adds to dissatisfaction.</p>	<p>Make up a mime of someone complaining and show the effect this has on others.</p>	<p>Study rocks and discuss their features.</p>	<p>Dramatize the story of Moses striking the rock and water flowed.</p>	<p>Draw a time line to show how many people God had chosen to work under Moses.</p>	<p>Compose a poem on why people complain.</p>
 <p>Put God first in everything they do. Trust in God. Look to God even in their smallest need.</p>	<p>Make up a drama of how we can trust in God.</p>	<p>Draw three cards write the words GOD, ME, OTHERS. Get the children to arrange it in order of importance.</p>	<p>Group children and let them pray for the little needs they may have.</p>	<p>Play a game of red light, green light. Choose someone to be Moses. Walk towards Moses when he lifts his hands people stop, when he puts his hands down the people go.</p>	<p>Put the poem above to music.</p>
 <p>Work without complaining. Demonstrate and encourage diligence in their work habits.</p>	<p>Make an acrostic poem using the word PROVIDES. Display it at church.</p>	<p>Ask students to do something for God on the campus and report it to the teacher the next day.</p>	<p>Take children to the garden and let them pull weeds, water the garden etc. (stress diligence in work).</p>	<p>Create a poster for Church encouraging people not to complain but to be thankful in everything.</p>	<p>Share the song at church.</p>
<p>WRAP UP QUESTION How do you see God in this story?</p>					

THEME Stories of Moses and the Tabernacle **STORY** Ten Golden Rules **BIBLE** Exodus 19; 20:1-7; 31:18 **UABS Vol** 2-4-1 **PAGES** 153-158

MEMORY VERSE Exodus 19:5 “Now if you will obey me and keep my covenant, you will be my own people.”

FOCUS The giving of the 10 commandments. **FOCUS QUESTIONS** What rules do you have at home?
What rules do you have at school?
Why do we have rules anyway?

OUTCOMES	TEACHING STRATEGIES				
At the end of this story students will:	Talking/Writing	Ordering	Touching/Making	Looking/Seeing	Musical/Hearing
 <p>Recite the 10 commandments. Understand that by keeping the commandments the people were entering into a covenant with God.</p>	<p>Discuss class rules and how they reflect the 10 commandments. Learn the 10 commandments.</p>	<p>Divide the 10 Commandments into two parts and slot in all the ten commands. Learn the 10 commandments.</p>	<p>Dramatize the story of the “Ten Rules”. Learn the 10 commandments.</p>	<p>Make up actions to help memorise the 10 commandments. Create a 10 commandment hanging mobile. Learn the 10 commandments.</p>	<p>If you were with the Children of Israel, what would you have heard the day Moses received the 10 Commandments? Learn the 10 commandments.</p>
 <p>Show a desire to keep God’s commandments as a covenant between them and God.</p>	<p>Create a pledge card to show God that you want to keep all of His commandments.</p>	<p>Compare the consequences of keeping God’s commandment and breaking them.</p>	<p>Create an action song about the “Ten Commandments”.</p>	<p>Write out the 10 Commandments and display them in the classroom.</p>	<p>Listen and follow the instructions given by the leaders when playing music.</p>
 <p>Encourage others to obey at home and school. Be a role model in class.</p>	<p>Make an acrostic poem using the word PROVIDES.</p>	<p>Make a tally of the consequences of breaking the commandments and compare your list with your friends.</p>	<p>Present the actions song to the class or another class.</p>	<p>Share with others what you have. Tell them that God’s rules are just and holy.</p>	<p>Play guessing game by using the 10 commandments.</p>
WRAP UP QUESTION How do you see God in this story?					

THEME Stories of Moses and the Tabernacle **STORY** Israel's "Traffic Laws" **BIBLE** Exodus 20:21-26; 21; 22;23;24 **UABS** Vol 2-4-2 **PAGES** 158-162

MEMORY VERSE Psalms 19:8 "The laws of the Lord are right and those who obey them are happy."

FOCUS The need for God's rules. **FOCUS QUESTIONS** What are some village rules? Why do we have them?

OUTCOMES	TEACHING STRATEGIES				
At the end of this story students will:	Talking/Writing	Ordering	Touching/Making	Looking/Seeing	Musical/Hearing
 <p>Realise that God is fair and just. Know that God wants us to live happily.</p>	<p>Make a list of fair rules. Compare these with unfair rules. How do you feel? What makes the difference?</p>	<p>Divide a fruit – melon/pawpaw/etc evenly among every member of the class.</p>	<p>Dramatise the story in parts.</p>	<p>Illustrate the traffic rules. Design sign posts.</p>	<p>If the traffic rules were not kept, what would it all sound like?</p>
 <p>Accept correction from others. Appreciate fairness in the class.</p>	<p>Make up sample speeches to correct others.</p>	<p>Divide a fruit unfairly and list the responses from recipients of smaller parts.</p>	<p>Play a game of rats and cats and follow the rules except going out. (Discuss fairness.)</p>	<p>Create a poster encouraging fairness in the class.</p>	<p>Sit and listen while others perform and let everyone take turns performing.</p>
 <p>Encourage others to be obedient in class.</p>	<p>Make up a card to give to another student encouraging them to be obedient to the class rules.</p>	<p>Make a list of those who disobey in class and give it to the teacher. (Get everyone to do it.) Then without names of offenders compare the list. What rules were broken the most? Why do you think it is like this?</p>	<p>Act the obedience song "When a mother calls bow wow..." Children do a marching drill to orders.</p>	<p>Make up signs to show rules that need to be kept.</p>	<p>Devise an obedience chant eg 'stop, look, listen.' "Are you listening?" "Yes I'm listening..."</p>
<p>WRAP UP QUESTION How do you see God in this story?</p>					

THEME Stories of Moses and the Tabernacle **STORY** Moses on the Mount **BIBLE** Exodus 24:12-18-32:19 **UABS Vol** 2-4-3 **PAGES** 163-168

MEMORY VERSE Exodus 20:3 “You shall have no other gods before me.”

FOCUS Reverence, patience.

FOCUS QUESTIONS
 What does your church look like?
 Is this a good church for God?
 What is more important – a building or the people?

OUTCOMES	TEACHING STRATEGIES				
At the end of this story students will:	Talking/Writing	Ordering	Touching/Making	Looking/Seeing	Musical/Hearing
 <p>Know that God is present during worship. Know that God's church is a place of worship.</p>	Retell the story as a reader's theatre.	Map out the measurements of the sanctuary. Create a map showing where sanctuary furniture was placed.	Dramatize the story "Moses on the Mount".	Make a collage, mural showing the story.	Create lyrics on why and how we worship God.
 <p>Make a decision to worship God. Accept that God wants us to be patient.</p>	Write a commitment card indicating students' wish to worship Jesus each Sabbath.	Create a decision card to worship God and sign it.	Mime worshipping God in His house (stress reverence).	Illustrate the story. The mountain with clouds on the top.	Compose a song about worship and that God is listening.
 <p>Show reverence in worship. Encourage others to be reverent in worship.</p>	Create a poster for church telling children how to be reverent. Act it out at school.	Draw the steps the priest would take each day when they entered the sanctuary.	Show how to be reverent in worship in the class.	Tell others that God wants his children to love him.	Play a soft tune (music) during worship time.
WRAP UP QUESTION How do you see God in this story?					

THEME Stories of Moses and the Tabernacle **STORY** Trouble In The Camp **BIBLE** Exodus 32:20-29 **UABS** Vol 2-4-4 **PAGES** 169-172

MEMORY VERSE Exodus 20:4 “You shall not make for yourself an idol in any form.”

FOCUS Only worship the God in heaven.

FOCUS QUESTIONS Have you seen a village sing-sing or dance?
Are all dances bad?
Which ones aren't?

OUTCOMES	TEACHING STRATEGIES				
At the end of this story students will:	Talking/Writing	Ordering	Touching/Making	Looking/Seeing	Musical/Hearing
 <p>Understand that for everything we do there is a consequence.</p>	Compose a readers' theatre retelling the story.	List gods that take us away from God	Dramatise the story by building an image from sticks/leaves. Allow them to smash it.	Discuss why differences arise in the family, school and at play.	Pretend you are Moses coming down the mountain. What do you hear?
 <p>Choose to stand for what is right. Choose to worship God only, sincerely.</p>	Make a short speech for small groups to say together about choosing to stand for what is right.	Draw a table of causes and effects listing all the good and bad causes you can think of and its possible effects.	Children run around and bow in worship when the whistle blows (do this several times)	Draw facial expressions to illustrate moods.	Make up a speech for the tribe of Levi.
 <p>Listen to their leaders. Be an example of genuine worship.</p>	Prepare a worship service to be taken in Church.	Draw a personal check list of your attendance at worship for two weeks or list of family worships at home.	Children mime listening to their leaders, teachers etc – at home, at school, at church.	Share pictures and explain why people complain.	Sing worship songs.
WRAP UP QUESTION How do you see God in this story?					

THEME Stories of Moses and the Tabernacle

STORY

Face to Face with God

BIBLE Exodus 32:30;
34:8

UABS Vol 2-4-5

PAGES 173-176

MEMORY VERSE Exodus 34:6,7 "The Lord God is compassionate, maintaining love and forgives sin."

FOCUS Moses loved God so much He wanted to see him.

FOCUS QUESTIONS

When you have done wrong what do you do to make it right?

OUTCOMES	TEACHING STRATEGIES				
At the end of this story students will:	Talking/Writing	Ordering	Touching/Making	Looking/Seeing	Musical/Hearing
 <p>Know that when we wrong others God wants us to go and confess our sins.</p> <p>Understand that when we confess to God he is merciful and will forgive us our sins.</p>	Pretend you are Moses. Retell the story.	Do a number sum wrongly and get another person/friend to correct it.	Role play "forgiveness" and confessing.	Symbolise the story by having a conversation face to face with a class mate.	Create Lyrics about wanting to confess when we're wrong.
 <p>Believe that God forgives and forgets when we confess.</p>	Act out forgiving and forgetting.	Go to a classmate and confess something you have done wrong to him/her.	Get crystal salt or sugar and put it in 1 cup of water, stir. Then ask, students to find the salt/sugar. Prove their claim.	Create a chart to show a process of the plan of salvation.	Compose a poem about God's forgiving character.
 <p>Show forgiveness when others do wrong.</p>	Write up a card of what you will say when you need to forgive someone. Use it when you need to.	<p>Create a situation where students fit a puzzle together and get another person to accidentally spoil the puzzle and later apologise.</p> <p>Can the other person accept it.</p>	Dramatize the story for another class.	Share the story that God wants to talk heart to heart with us.	Share this poem with the class.

WRAP UP QUESTION How do you see God in this story?

THEME Stories of Moses and the Tabernacle **STORY** Called by Name **BIBLE** Exodus 34:29;-35: 35 **UABS Vol** 2-4-6 **PAGES** 177-181

MEMORY VERSE Psalm 138:8 “The Lord will fulfil his purpose for me.”

FOCUS I am special in God’s eyes. He has a plan for me.

FOCUS QUESTIONS What are you good at?
What do other people think you are good at?

OUTCOMES	TEACHING STRATEGIES				
At the end of this story students will:	Talking/Writing	Ordering	Touching/Making	Looking/Seeing	Musical/Hearing
 <p>Know that God has a plan for everyone to be something special for Him.</p> <p>Understand that God will give us what we need to do His special job.</p>	Retell the story pretending you are Bezalel.	Find the meaning of your name and say if you agree that it describes you well.	Dramatize the story of Samuel when God called him three times.	Design cards with someone’s name on it. A collage with someone’s’ photo.	Act out the plan you believe God has for you.
 <p>Willingly accept God’s special plan for their lives</p>	Write a poem based on Proverbs 3:5,6	Solve the clues to find a treasure - ‘ treasure hunt’.	Call each child and assign a task for them to do.	Think about the joy you experience by doing something for someone.	Compose a poem on why they will accept God’s will.
 <p>Explore special qualities in themselves and others that God can use.</p>	Make an advertisement to let others know what work you can do. Offer your services to someone for a morning.	Make a list of what you would like to do for God.	Go out to the community and do social work.	Give the card to others and tell them they are special.	Put the poem to music and share it with the school or Church members.
WRAP UP QUESTION How do you see God in this story?					

THEME Stories of Moses and the Tabernacle **STORY** Building the Tabernacle **BIBLE** Exodus 36:1-40:38 **UABS Vol** 2-4-7 **PAGES** 182-187

MEMORY VERSE Exodus 25:8 “And let them make a sanctuary that I may dwell among them.”

FOCUS Worshipping in a place of worship. **FOCUS QUESTIONS** When was your church built?
Who built it?

OUTCOMES	TEACHING STRATEGIES				
At the end of this story students will:	Talking/Writing	Ordering	Touching/Making	Looking/Seeing	Musical/Hearing
 <p>Understand that God desires to be with His people. Know that God’s first house of worship was built from his instructions.</p>	<p>Pretend you are God. Write a letter to your class telling them why you want to be with them so much.</p>	<p>Make a drawing similar to the design of the Tabernacle using different shapes.</p>	<p>Dramatise bringing jewellery etc to build the sanctuary – sort out building materials.</p>	<p>Children collect pictures of churches in the area. Discuss. Why do we build churches?</p>	<p>Sing “Building up the Temple”.</p>
 <p>Desire to be with God in his place of worship.</p>	<p>Write a letter of reply back to God telling him why you want to be in His place of worship.</p>	<p>Compare the benefits of being with God in his place of worship and again but outside it.</p>	<p>Sing to the action of “Building up the temple”. Role play being in God’s house.</p>	<p>Poster of the churches. A mobile is ideal.</p>	<p>Make up a Reader’s Theatre “Why I want to be in God’s house?”</p>
 <p>Invite someone to participate in a worship service.</p>	<p>Share the top letter with a non-church person and invite them to church.</p>	<p>Make a roll check of absences of members in the class at worship and invite them to a special worship program.</p>	<p>Children participate in conducting worship service for the school.</p>	<p>Draw a picture of your church and give to others and invite them to attend sometimes.</p>	<p>Compose a musical with someone special and share at a Church program.</p>
<p>WRAP UP QUESTION How do you see God in this story?</p>					

THEME Stories of Moses and the Tabernacle **STORY** Blood on their Toes **BIBLE** Leviticus 1-24; Numbers 9:16 **UABS Vol** 2-4-8 **PAGES** 177-181

MEMORY VERSE 1 Peter 2:9 “You are a chosen people, a royal priesthood, a holy nation, a people belonging to God that you may declare His praise?”

FOCUS Aaron and his sons are ordained to ministry. **FOCUS QUESTIONS** How do we celebrate special people? Eg pastors, the Queen, the King, Prime Minister.

OUTCOMES	TEACHING STRATEGIES				
	Speaking/Writing	Ordering	Touching/Making	Looking/Seeing	Musical/Hearing
At the end of this story students will:					
 <p>Understand that God chooses people to lead others in worship. Know that God's leaders participate in a special blessing service.</p>	Identify the leaders of the church. Discuss how God has chosen them and the work he wants them to do.	Organise the class into groups of ethnic groups and appoint a spiritual leader.	Take turns at leading out in class worship times. (singing etc).	Draw a picture showing blood on toes.	Create a dedication song.
 <p>Desire to follow God's special plans.</p>	Ask children what they think God wants them to do?	Develop a set of instructions to follow God and share your set with your Church Leaders.	Scripture treasure hunt (put them together as a memory verse.)	Display the above pictures that show the plans of God's order of doing things when called to serve.	Appreciate the music played in church.
 <p>Show respect towards God's chosen leaders.</p>	Write a note of respect and give it to your principal or pastor.	Write a letter to your Church leaders listing why you respect them.	Prepare a Sabbath lunch for their pastor or do things for your teacher to honour them.	Tell others about rituals and when a person has been chosen for Priesthood.	Sing a special item of thanks for your Pastor at church.
WRAP UP QUESTION How do you see God in this story?					

THEME Stories of Israel in the Wilderness **STORY** Two Foolish Boys **BIBLE** Leviticus 10:1-11 **UABS** Vol 3-1-1 **PAGES** 9-12

MEMORY VERSE Leviticus 10:10 “You must learn the difference between what is holy and what isn’t holy and between the clean and the unclean.”

FOCUS The result of Nadab and Abihu’s disrespect for God. **FOCUS QUESTIONS** What happens to you when you disrespect an elder in your village or community?

OUTCOMES	TEACHING STRATEGIES				
At the end of this story students will:	Speaking/Writing	Ordering	Touching/Making	Looking/Seeing	Musical/Hearing
 <p>Recall the incidents that happened in the story. See the connection between cause and effect.</p>	<p>Discuss these questions: Why were Nadab and Ahihu chosen to be priests? What does dedicated to the Lord mean? What is the difference between holy and unholy? Why did God burn them to death?</p>	<p>In groups or class make a coded message. One group given an explanation. Second group not given any explanation and ask questions to work out the code.</p>	<p>Dramatise the story.</p>	<p>Read the story and show the pictures. Draw cartoons of those who take alcohol.</p>	<p>Sing “Oh be careful little hands what you do.”</p>
 <p>Respond positively when things go wrong. Surrender their lives to Jesus.</p>	<p>Explain to the class the importance of respecting God’s instructions.</p>	<p>In a group, make a list of suggestions of how children can be more holy and obedient to God.</p>	<p>Mime walking in the church to show respect in God’s house.</p>	<p>Children will draw ways of how they think they respect God.</p>	<p>Compose a song about obedience to God.</p>
 <p>Share a moment of sympathy with those who mourn.</p>	<p>Children share what they have learnt about the story to the upper classes.</p>	<p>Make a card that outlines the consequences of drinking alcohol.</p>	<p>Arrange with the church pastor for the students to take part in the church service.</p>	<p>Create an anti-alcohol poster.</p>	<p>Explain to others the sacredness of God’s properties. Eg. The Church, the Bible, Hymnal, the ordinance utensils.</p>

WRAP UP QUESTION How do you see God in this story?

THEME Stories of Israel in the Wilderness **STORY** God and the Grumblers **BIBLE** Numbers 10:11-11:15, 11:31-34 **UABS Vol** 3-1-2 **PAGES** 13-16

MEMORY VERSE Exodus 16:4 “Then the Lord said to Moses, I will rain down bread from heaven for you.”

FOCUS How God took care of the needs of the Children of Israel. **FOCUS QUESTIONS** What is your favourite bread?
How do you behave when you are hungry?
Do you grumble?

OUTCOMES	TEACHING STRATEGIES				
At the end of this story students will:	Speaking/Writing	Ordering	Touching/Making	Looking/Seeing	Musical/Hearing
 <p>Know how God responded to those who grumbled against Him.</p> <p>Know how the children of Israel reacted to God’s provisions for them.</p>	Write a newspaper report from 2 journalists. One who is supportive of Moses, one who is one of the grumblers.	Work out how many quails would have to fly in to the camp to meet the requirements of Numbers 11:18-23.	Develop a mime showing the grumblers coming to Moses.	Develop a list of principles to guide the collection of food. Develop a list of principles that will help us always to remain thankful to God.	Just using sticks and drums, create a drum story of the children of Israel in this story. Put the memory verse to a tune.
 <p>Reflect on how Moses felt when the Israelites came to complain to him about God.</p> <p>Understand what motivates people to complain when things go wrong.</p>	Write a Psalm of praise to God for providing for our needs.	Discuss the steps that led the people to grumble and provide solutions to this happening with us.	Create a dance depicting thanks/praise to God for His many blessings.	Draw a picture of the face of a grumbler when they first saw the first quail. Draw another picture of the same face when the plague fell.	Compose a tune with words that encourages us to be thankful always.
 <p>Compile a list of suitable wholesome foods grown or obtained locally.</p> <p>Share a basket of wholesome food with those in need in the local community</p>	<p>Make a list of healthy foods that can be obtained or grown locally.</p> <p>Grow a garden of healthy food and share it with needy people.</p>	Plan a picnic for the local community and work out the amount of different foods needed and the process of preparation.	Prepare a food basket to take to sick folk in the local community.	Draw a poster that can be used in a local clinic promoting good food and diet..	Teach a song of praise to younger children.
WRAP UP QUESTION: How do you see God in this story?					

THEME Stories of Israel in the Wilderness **STORY** Two Missing Men **BIBLE** Numbers 11:16-30 **UABS Vol** 3-1-3 **PAGES** 17-20

MEMORY VERSE Numbers 11:29 "I wish that all the Lord's people were prophets and that the Lord would put His Spirit on them."

FOCUS The need for effective leadership.

FOCUS QUESTIONS Who is the leader of your school, church?
How can you help them to lead well?

OUTCOMES	TEACHING STRATEGIES				
	Speaking/Writing	Ordering	Touching/Making	Looking/Seeing	Musical/Hearing
 <p>At the end of this story students will:</p> <p>Understand why Moses needed leadership help.</p> <p>Know that effective leadership is important in all groups of people.</p>	<p>Explain how the leadership of the children of Israel was organised up to this point.</p>	<p>Using the details of Exodus 18:17-23 construct a chart showing the leadership by numbers.</p>	<p>Create a drama about Moses selecting the 70 emphasising their characters.</p>	<p>Imagine you are in the story. Describe what you see happening as Moses carries out God's commands.</p>	<p>Write a poem about Moses choosing the 70.</p>
 <p>Praise God for providing spiritual leaders.</p> <p>Show support for the school leadership.</p>	<p>Tell how Moses felt having to lead a million people through the desert.</p>	<p>Explain why Moses needed another 70 leaders.</p>	<p>Write out what you think the one of the 70 might have said when they received the Holy Spirit.</p>	<p>Draw a picture of how the 70 felt when they heard they were elected to help Moses.</p>	<p>Put the memory verse to music.</p> <p>Write a song of praise to God for being chosen as a leader.</p>
 <p>Offer to help in leadership areas at school.</p>	<p>Write a list of things you could do to help your school leaders.</p>	<p>Create a plan that should help your school leaders, eg. Organisation, time tables, systems.</p>	<p>Elect a small number of spiritual leaders for your class.</p> <p>Decide on the qualities needed and work they could do.</p>	<p>Make a poster of ideas of what students can do to help your school leaders or community leaders.</p> <p>Display these in an important place.</p>	<p>Share a drama of this story at Sabbath School, Church Service or a local community event.</p>
<p>WRAP UP QUESTION How do you see God in this story?</p>					

THEME Stories of Israel in the Wilderness **STORY** Trouble in the Family **BIBLE** Numbers 12 **UABS Vol** 3-1-4 **PAGES** 21-25

MEMORY VERSE Numbers 12:3 “Now Moses was a very humble man, more humble than anyone else on the face of the earth.”

FOCUS What jealousy will lead us to do.

FOCUS QUESTIONS What is jealousy?
Have you ever felt jealous?

OUTCOMES	TEACHING STRATEGIES				
At the end of this story students will:	Speaking/Writing	Ordering	Touching/Making	Looking/Seeing	Musical/Hearing
 <p>Describe how Aaron and Miriam behaved when they were jealous. Give reasons for why Aaron and Miriam were jealous.</p>	<p>Imagine you are Miriam or Aaron. Write about your jealousy of Moses. Read your work to the class.</p>	<p>Using boxes linked by lines construct a flow chart showing the beginning through to the end of the jealousy journey of Miriam or Aaron.</p>	<p>Mime the story.</p>	<p>Describe the scene of what it looked like as God called Moses, Aaron, Miriam through to when He left in the cloud.</p>	<p>Put the memory verse to music. Write a poem about the dangers of jealousy.</p>
 <p>Understand that others are hurt when jealousy is expressed in any way. Describe God's feelings and actions when He heard Aaron and Miriam complaining against Moses.</p>	<p>Describe how God felt when He heard Miriam and Aaron talking jealously.</p>	<p>Conduct a survey and graph the responses on whether others have experienced jealousy and how they felt.</p>	<p>Using your face only, show the look of jealousy.</p>	<p>Draw a picture of what jealousy looks like. Make a clay mask showing a jealous face.</p>	<p>Write a poem about the value of humility in leadership.</p>
 <p>Explain how to deal with jealousy in their own lives. Affirm the value of humility in leadership.</p>	<p>Write a letter to the editor expressing the value of humility in a leader. Present a lecture or speech outlining the ways to deal with jealousy.</p>	<p>Make a list of the benefits of being humble as a leader and share this with a teacher, pastor, elder.</p>	<p>Work out ways for class members to support a local leader in his/her work.</p>	<p>Create a poster of how to deal with jealousy. Create a poster promoting humility and place it on a wall in church</p>	<p>Create and present a musical based on this story or a part of it. Present it to the community or church.</p>
<p>WRAP UP QUESTION How do you see God in this story?</p>					

THEME Stories of Israel in the Wilderness **STORY** So Near and Yet So Far **BIBLE** Numbers 13:1-14:35 **UABS Vol** 3-1-5 **PAGES** 26-31

MEMORY VERSE Numbers 14:8 “If we obey the Lord, He will surely give us that land rich with milk and honey.”

FOCUS What led to the Children of Israel’s disappointment? **FOCUS QUESTIONS** Have you ever been disappointed about not being able to go somewhere that was promised to you? Tell your story.

OUTCOMES	TEACHING STRATEGIES				
At the end of this story students will:	Speaking/Writing	Ordering	Touching/Making	Looking/Seeing	Musical/Hearing
 <p>Know how long it had taken the children of Israel to come this far.</p> <p>Describe how the people reacted to the spies’ reports.</p> <p>Explain the connection between the children of Israel’s reaction and God’s reaction.</p>	<p>Write a newspaper report on the spies’ return to camp. Describe how the children of Israel reacted and explain God’s response.</p> <p>Organise a debate “We can take this land”.</p>	<p>Calculate the distance of their travel so far.</p> <p>Estimate the weight of grapes and how many people one bunch could feed.</p> <p>Estimate the weight of the giants.</p>	<p>Act out a mime of the people’s reactions to the spies’ reports.</p>	<p>Draw a map of the journey so far.</p> <p>Draw a picture of what the spies brought back.</p> <p>Describe the scene you see as the spies report to the people.</p>	<p>Write a song telling of the spies return, the people’s reaction and God’s response.</p>
 <p>Understand how each felt after returning from Canaan.</p> <p>Express their personal reaction to the story.</p> <p>Share what it would take for them to trust God.</p>	<p>Tell how each spy felt on their return to camp.</p> <p>Share what it would be like to trust in God.</p>	<p>Explain why each spy felt the way they did.</p> <p>Imagine you are Joshua or Caleb. What arguments would you use to convince the others to trust God.</p>	<p>Using only your face show the feelings of different key people in this story as the story unfolds. Eg. Moses, the spies, children of Israel.</p>	<p>Use different colours to show how the two groups of spies felt.</p> <p>Create a poster showing your reaction to the story.</p>	<p>Create a drum message that describes the different feelings of the children of Israel during this story.</p>
 <p>Share with others the beauties and blessings of heaven.</p> <p>Encourage others to commit their lives in trust to God.</p>	<p>Share your reaction to this story with your Sabbath School group or at Church.</p> <p>Preach a sermon on the beauties and blessings of heaven, our promised land.</p>	<p>Write up a logical approach to steps that a student could take to commit their lives to Christ.</p>	<p>Using local materials, build a bunch of grapes to be carried by two children.</p> <p>Carry this to Church.</p>	<p>Make a collage or montage of heaven showing how beautiful it is.</p> <p>Display this at Church.</p>	<p>Share the song from above at Church or school assembly.</p>
<p>WRAP UP QUESTION How do you see God in this story?</p>					

THEME Stories of Israel in the Wilderness **STORY** The Great Rebellion **BIBLE** Numbers 14:36-45; 16 **UABS Vol** 3-1-6 **PAGES** 32-37

MEMORY VERSE Number 14:41,42 “You’re disobeying the Lord. Your plan won’t work so don’t even try it. The Lord refuses to help you, because you turned your body on him.”

FOCUS God’s reaction to people rebelling against Him. **FOCUS QUESTIONS** Have you ever been in a group of angry people? What was happening?

OUTCOMES	TEACHING STRATEGIES				
At the end of this story students will:	Speaking/Writing	Ordering	Touching/Making	Seeing/Looking	Musical/Hearing
 <p>Know that God is not pleased when people disobey. Know that we can intercede on behalf of others.</p>	<p>Retell the story from Moses’ point of view. Retell the story from the complainers’ point of view. Discuss the different perspectives.</p>	<p>Write a list of 5 hard questions you’d like to ask God about his story.</p>	<p>Choose a character from the story and mime their part in the story.</p>	<p>Choose a part of the story and tell the class what you see happening.</p>	<p>Put the memory verse to music and learn it. Sing it to the rest of the class.</p>
 <p>Decide to obey God at all costs. Understand that pride often leads to rebellion.</p>	<p>Write a prayer of confession for lack of faith in God.</p>	<p>Tell how you would feel when God decided to punish all the people, not just the one who sinned.</p>	<p>Do a ‘face freeze’ showing the different facial expressions of different people as the story unfolds.</p>	<p>Pretend you are near Korah, Dathan and Abihu. Describe the look on the people’s faces when the ground opens up.</p>	<p>Create a drum rhythm to match the different parts of the story.</p>
 <p>Write a letter of appreciation to a leader in the Church – Pastor, District Director, President, Mission Department Leaders. Pray for people who are struggling to obey God and not rebel.</p>	<p>Write a letter of appreciation to a church or mission leader.</p>	<p>Plan a Friday night program to help people come together to confess their sins to God and one another.</p>	<p>Take the letters or a gift to a church leader and express your appreciation for their work for God.</p>	<p>Create a poster encouraging people to obey God.</p>	<p>Write a song to teach a lesson from this story and teach it to the class.</p>
<p>WRAP UP QUESTION How do you see God in this story?</p>					

THEME Stories of the Israel in the Wilderness **STORY** Flowers on a Stick **BIBLE** Numbers 17 **UABS Vol** 3-1-7 **PAGES** 38-41

MEMORY VERSE Number 17:10 “The Lord said to Moses “Put back Aaron’s rod in front of the testimony, to be kept as a sign to the rebellious.”

FOCUS Results of envy over someone else’s leadership. **FOCUS QUESTIONS** Have you ever tried to grow a plant from a cutting or budding stick? Did it grow?

OUTCOMES		TEACHING STRATEGIES				
At the end of this story students will:		Speaking/Writing	Ordering	Touching/Making	Looking/Seeing	Musical/Hearing
	Know that God was displeased when His authority was challenged.	Tell this story from Gods’ point of view and then again from Moses’ and another tribal leaders’ point of view.	Think about then tell how this story is similar to previous stories this term.	Act a one person play telling how God acted as He saw the grumbling.	Draw a picture of the 12 rods with one budded. Write a sentence underneath telling how God felt about the challenge to His authority.	Compose a song or write a poem telling how God reacts to jealous leaders and apply it to today.
	Be able to decide to cooperate and support those in leadership and not try to take over through jealousy.	Write about how one of the other leaders felt when their rod did not bud.	Make a list of all the emotions different people felt in this story and then order them from the happiest to the saddest, best to worst.	Use your whole body to show how each of God, Moses, and the grumbling leaders felt during this story.	Create a painting or artwork that shows how God felt about the grumbling leaders.	Compose a drum rhythm showing a leader and the rest copying cooperatively. Contrast it to a group that will not cooperate.
	Communicate encouragement and support to a leader in the community or the Church.	Write a poem of encouragement and support for a church or community leader.	Make a list of the church and community leaders who could be supported by the class.	Make up a rod with your Pastor’s name and put 11 buds on it. On each bud, write a note of appreciation and give it to your Pastor.	Create a postcard size picture using ideas from this story to encourage and support a church or community leader.	Tell the story with musical effect and perform it at Church or Sabbath School.
WRAP UP QUESTION How do you see God in this story?						

THEME Stories of the Israel in the Wilderness **STORY** Water From a Rock **BIBLE** Numbers 20:1-13 **UABS Vol** 3-1-8 **PAGES** 42-46

MEMORY VERSE Psalm 105:41 “He led us through the desert and made water flow from a rock to satisfy our thirst.”

FOCUS Always to remain obedient and faithful to God’s commands. **FOCUS QUESTIONS** What do you do when you get really angry with someone else?

OUTCOMES	TEACHING STRATEGIES				
At the end of this story students will:	Speaking/Writing	Ordering	Touching/Making	Looking/Seeing	Musical/Hearing
 <p>Understand why God did not allow Moses to lead the children of Israel into the Promised Land.</p>	<p>Pretend you are an insect on the rock. Write down what you hear God explaining to Moses why he cannot go to the Promised Land.</p>	<p>Explain why hitting the rock twice was wrong instead of speaking to it.</p>	<p>Dramatize the story.</p>	<p>Draw a comic strip of the story.</p>	<p>Write a song from God explaining why Moses can’t go to the Promised Land.</p>
 <p>Have a willingness to obey God at all times.</p>	<p>Tell the class why you choose to obey God at all times.</p>	<p>Explain why it is best to obey God at all times. Talk about why we have consequences.</p>	<p>Create a drama showing how Moses felt before, during and after hitting the rock.</p>	<p>Create a poster encouraging children to obey God.</p>	<p>Write a psalm of sorrow and repentance from Moses. Make sure it tells others to obey God.</p>
 <p>Look for opportunities to supply the physical needs of others.</p>	<p>Work on a plan with ADRA to have a reliable water supply to a village.</p>	<p>Work out how much water is needed to supply a village on a daily basis.</p>	<p>Weave a basket for taking food to a family that has not enough food.</p>	<p>Create a diagram / drawing of how a water system for a village could work. Share this with ADRA.</p>	<p>Write a thank you song for a village group to sing for the opening of the water system.</p>
<p>WRAP UP QUESTION How do you see God in this story?</p>					

THEME Stories of the Israel in the Wilderness **STORY** A Sad Farewell **BIBLE** Numbers 20:14-29 **UABS Vol** 3-1-9 **PAGES** 47-50

MEMORY VERSE Psalm 16:1 "Keep me safe, O God for in you I take refuge."

FOCUS Changing leadership in Israel.

FOCUS QUESTIONS When a community leader dies, how is the new one appointed?

OUTCOMES	TEACHING STRATEGIES				
At the end of this story students will:	Speaking/Writing	Ordering	Touching/Making	Looking/Seeing	Musical/Hearing
 <p>Know that God has a plan for each of us.</p>	<p>Explain the meaning of Aaron's coat being placed on Eleazar. How does this show God's plan for us?</p>	<p>Explain why God chose a leader to replace Aaron, so quickly.</p>	<p>Show how the people looked as they watched Moses and Eleazar come down from the mountain.</p>	<p>Draw a map of Israel's detour around Edom. Show where Aaron died. Use this map to tell about how God had a plan for Israel.</p>	<p>Sing a farewell song in their own language or English.</p>
 <p>Trust God to reveal His plan for their lives in His time.</p>	<p>Explain what it would take for you to trust God with His plan for your life.</p>	<p>Outline the steps we need to take to find God's will for our lives.</p>	<p>Create a drama about someone wanting to find God's plan for their life.</p>	<p>Create a poster that encourages students to trust God with His plan for their lives.</p>	<p>Write a poem thanking God for having a plan for your life. See Ps 139:15,16</p>
 <p>Create a plan that will help them give sympathy and support when a class member loses a loved one.</p>	<p>Discuss things that the class can do for a grieving family.</p>	<p>Record data on how the church members felt for the loss of one sheep.</p>	<p>Visit a family that has lost a loved one in the community to show support. Take flowers etc.</p>	<p>Design an artwork on how the people felt and what they wore and brought to the funeral.</p>	<p>Create a song that can be sung at a funeral reassuring the mourners that God has a plan for their lives.</p>
<p>WRAP UP QUESTION How do you see God in this story?</p>					

THEME Stories of the Conquest of Canaan **STORY** Snake on a Pole **BIBLE** Numbers 21:4-9 **UABS Vol** 3-2-1 **PAGES** 52-57

MEMORY VERSE Number 21:8 “The Lord said to Moses, “Make a snake and put it on a pole. Then when anyone is bitten they can look at it and live.”

FOCUS Faith in God. Look to Jesus in time of sickness. **FOCUS QUESTIONS** Have you been very sick?
How did you get better?

OUTCOMES	TEACHING STRATEGIES				
At the end of this story students will:	Speaking/Writing	Ordering	Touching/Making	Looking/Seeing	Musical/Hearing
 <p>Understand why God sent poisonous snakes.</p>	<p>Discuss pictures of snakes and talk about it's dangers. Why did God send poisonous snakes?</p>	<p>Draw and classify the types of snakes they have seen/know.</p>	<p>Create a drama and act out the story.</p>	<p>Draw different kinds of snakes they have seen.</p>	<p>Create a song about the snakes in the desert.</p>
 <p>Respond to Jesus as the one to save them from their sin.</p>	<p>Explain to the group or class how they will respond to God for saving them from their sins.</p>	<p>Look at the reasons why God sent them snakes.</p>	<p>Make a lovely chart and invite each child to accept Jesus as the one who will save them.</p>	<p>Illustrate on a cartoon that even though we disobey God he still wants to save us.</p>	<p>Do snake movements and hisses to music.</p>
 <p>Be willing to point others to Jesus.</p>	<p>Talk about Jesus' saving grace to children they play with during recess or lunch break.</p>	<p>Draw a graph on what you've done for Jesus in a week.</p>	<p>Go to the market and give out invitation cards inviting them to come to church.</p>	<p>Draw a poster about Jesus' miracles eg. Raising the girl from dead.</p>	<p>Compose a poem on snakes and display it.</p>
<p>WRAP UP QUESTION How do you see God in this story?</p>					

THEME Stories of the Conquest of Canaan **STORY** The Talking Donkey **BIBLE** Numbers 21:16-35, 22; 23;24 **UABS Vol** 3-2-2 **PAGES** 58-63

MEMORY VERSE Numbers 22:22 “But God was very angry when he went, and the angel of the Lord stood in the road to oppose him.”

FOCUS God is in Control. **FOCUS QUESTIONS** Have you ever said something bad about anyone?
Has someone tried to make you say bad things?
How did you react to the encouragement by others?

OUTCOMES	TEACHING STRATEGIES				
At the end of this story students will:	Speaking/Writing	Ordering	Touching/Making	Looking/Seeing	Musical/Hearing
 <p>Know that God is in control of all things.</p>	<p>Talk about things only God can control eg. Movement of sun, blowing of wind. Etc.</p>	<p>Record the facts of cause and effect of something that happens at school or church.</p>	<p>Hold someone so that you control them. Discuss if this is a good picture of God being in control.</p>	<p>Draw the things that you think that God can control.</p>	<p>Make animal sounds – a cat meows; a donkey ee aw.</p>
 <p>Understand what motivated Balaam to agree to curse Israel.</p>	<p>Retell the story and discuss the dangers of cursing others. Talk about the importance of saying good things about people.</p>	<p>Analyse the problem that Balaam faced and suggest a solution for it.</p>	<p>Bring a number of objects into the classroom. Have a race to see who can collect the most. How is this like Balaam?</p>	<p>Create a cartoon illustrating what happens to us when we say bad things about others.</p>	<p>Create a list of animals that do services for humans.</p>
 <p>Be able to give praise to God for others. Be able to praise others.</p>	<p>Stand up in class and praise God for something He has done for you. Say something nice about somebody else.</p>	<p>Organise the children to report what they have done in the past to praise God.</p>	<p>Compose a creative movement to music to praise God. Share it at Sabbath School.</p>	<p>Agree to a prayer time with the church members and pray for each other.</p>	<p>Compose a poem on animals and give to others.</p>
<p>WRAP UP QUESTION How do you see God in this story?</p>					

THEME Stories of the Conquest of Canaan **STORY** Five Girls Make History **BIBLE** Numbers 26:27:1-11;36:1-12 **UABS Vol** 3-2-3 **PAGES** 64-66

MEMORY VERSE Psalm 37:29 “The righteous will inherit the land and dwell in it forever.”

FOCUS Seeking Justice.

FOCUS QUESTIONS What does your father's name mean?
Do you have cousin brothers or sisters with the same name?

OUTCOMES	TEACHING STRATEGIES				
At the end of this story students will:	Speaking/Writing	Ordering	Touching/Making	Looking/Seeing	Musical/Hearing
 <p>Demonstrate fairness when dealing with individuals in a group.</p>	Organise a debate between the two class groups on men as leaders or women as leaders in the community.	List the reasons given for having women carry on the family name.	Draw the picture of the five girls. Explain why they made history.	Children will draw pictures / make posters / do an art work on sharing equally what makes you happy.	Song: Five little missionaries. Explain that God calls individuals and families to work for him.
 <p>Decide to make a stand for what is right.</p>	Write about some situations when we can stand for what is right in the school community, church etc.	Make a list of all the things that will make them stand for what is right.	Make a family tree highlighting the family members who have served the Lord.	Illustrate on a banner that you can stand for what is right.	Children can produce a list of names of people who stood firm in the Lord.
 <p>Give advice on how to solve a problem fairly.</p>	Talk about what it means to treat people fairly – at home, at school, at play etc.	Invite a friend to stand with them with the list of things written on.	Give a copy to family members.	Suggest solutions on a card for the problem.	Create a song about being fair.
WRAP UP QUESTION How do you see God in this story?					

THEME Stories of the Conquest of Canaan **STORY** Lonely Journey **BIBLE** Deuteronomy **UABS Vol** 3-2-4 **PAGES** 67-73
1-34

MEMORY VERSE Deuteronomy 30:15 “For I command you today to love the Lord your God, to walk in his ways and to keep his commands...and the Lord your God will bless you.”

FOCUS The Final Days of Moses.

FOCUS QUESTIONS
Do you know someone who is very old?
What do they look like?
What do they like to talk about?

OUTCOMES	TEACHING STRATEGIES				
At the end of this story students will:	Speaking/Writing	Ordering	Touching/Making	Looking/Seeing	Musical/Hearing
 <p>Know why Moses could not go into Canaan. Understand how much God wanted to bless them in the Promised Land.</p>	<p>Talk about reasons why Moses could not go into Canaan. Explain why God wants to bless us and what do we do to receive His blessings?</p>	<p>As a class provide a line graph showing how long Moses led the children of Israel.</p>	<p>Act out Moses striking the rock. Act out God telling Moses he can't go into the promised land.</p>	<p>Draw a map showing where Moses led the Israelites.</p>	<p>Describe the sounds you heard, the day Moses struck the rock twice.</p>
 <p>Accept God's discipline. Choose to serve God and obey His commands.</p>	<p>Discuss why it is good that children be disciplined. Discuss the benefits of obedience.</p>	<p>Some children can be the commanders, the others doing it and as a reward they get something.</p>	<p>Make a clapping rhythm to go with "I choose to serve God and obey His commands." Make this a signal with others.</p>	<p>Create a poster showing why the children of Israel chose to obey God.</p>	<p>Recite a poem or compose one on prayer.</p>
 <p>Encourage others to follow God. Share their testimony of God's blessing.</p>	<p>Children share God's goodness to them during school assembly.</p>	<p>Write out the steps of how they accept Jesus in their heart.</p>	<p>Think up actions to show praise to God for His blessings. Share with the school.</p>	<p>Children write "God loves you," on a card and distribute them to friends.</p>	<p>Re-tell the story and say even God's people can be lonely and need encouragement.</p>
WRAP UP QUESTION How do you see God in this story?					

THEME Stories of the Conquest of Canaan **STORY** The Scarlet Cord **BIBLE** Deut 34:5-12 Joshua 1:1-2:21 **UABS Vol** 3-2-5 **PAGES** 74-77

MEMORY VERSE Joshua 1:5 “As I was with Moses, so I will be with you; I will never leave you nor forsake you.”

FOCUS God leads Joshua.

FOCUS QUESTIONS Have you ever played ‘Hide and Seek?’
What is the best way to stay unnoticed by the ones trying to find you?

OUTCOMES	TEACHING STRATEGIES				
At the end of this story students will:	Speaking/Writing	Ordering	Touching/Making	Looking/Seeing	Musical/Hearing
 <p>Know why the two spies were sent out. Understand how God looked after the spies.</p>	<p>Discuss the fact that even in dangerous situations God takes care of His people. Allow children to share their views.</p>	<p>Make a list of why the spies were sent out.</p>	<p>Place objects around the room. Have the children move like spies then see how many they can remember.</p>	<p>Draw the picture of the two spies coming to Rahab’s house.</p>	<p>Retell the story with sound effects. Eg. curtain sound – jingles.</p>
 <p>Believe that God will save them too. Accept Jesus blood to save them as the scarlet cord saved Rahab.</p>	<p>Relate an experience about when God came to their rescue. Compare their experiences to how Jesus’ blood saves them.</p>	<p>Children compare their lives before and now and how Jesus changed their lives.</p>	<p>Students make a scarlet chord and hang it from their desk to show they are saved.</p>	<p>Children will draw the scarlet chord.</p>	<p>Children produce a poem about being saved by Jesus and based on God’s promises to them.</p>
 <p>Share symbols of salvation with others.</p>	<p>Write care cards and distribute them to the community. Eg. Jesus loves you. You are saved etc.</p>	<p>Church members might do a witnessing program through preaching/singing.</p>	<p>Hang a scarlet chord out their window at home. When asked about it let them tell about how Jesus saves us.</p>	<p>Design logos of salvation to be put up at the church.</p>	<p>Read the poem to class mates. Give to others.</p>
<p>WRAP UP QUESTION How do you see God in this story?</p>					

THEME Stories of the Conquest of Canaan **STORY** Crossing the Jordan **BIBLE** Josh 2:22-4; 24 **UABS Vol** 3-2-6 **PAGES** 78-83

MEMORY VERSE Joshua 6:2 "See I have delivered Jericho into your hands, along with its king and fighting men."

FOCUS Crossing the Jordan River.

FOCUS QUESTIONS If you had to cross a river, how would you do it?

OUTCOMES	TEACHING STRATEGIES				
At the end of this story students will:	Speaking/Writing	Ordering	Touching/Making	Looking/Seeing	Musical/Hearing
 <p>Know that God performed miracles as he led the Israelites. Understand the place of obedience and faith in following God's leading.</p>	<p>Group discussion on what the Israelites thought of as they crossed the Jordan. How did they respond to God?</p>	<p>When the people obeyed, list all the good things that happened.</p>	<p>Re-enact the crossing of the Jordan river.</p>	<p>List the miracles God performed for the children of Israel until the time of Crossing the Jordan.</p>	<p>Sing: How did Moses cross the Red Sea? Change the words to How did Joshua cross the Jordan?</p>
 <p>Seek God's leading in their own lives. Wait for and then follow God's plan for their lives.</p>	<p>Talk about the advantages of being led by God.</p>	<p>Make a chart showing how to seek God's leading in their lives.</p>	<p>Play games like red light/green light. When Joshua lowers his hands children walk towards him. Hands lifted up the children stop.</p>	<p>Plan what they can do so that others will see the love of God through them.</p>	<p>Write a poem about waiting for God to lead.</p>
 <p>Encourage others to follow God's leading through obedience and faith.</p>	<p>Commit their lives to God publicly.</p>	<p>Share this chart with members at church.</p>	<p>Mime the story.</p>	<p>Tell others how God helped you.</p>	<p>Share this poem at church.</p>
<p>WRAP UP QUESTION How do you see God in this story?</p>					

THEME Stories of the Conquest of Canaan **STORY** The Captain Appears **BIBLE** Joshua 5:10-6:5 **UABS Vol** 3-2-7 **PAGES** 85-87

MEMORY VERSE Joshua 5:14 "What message does my Lord have for his servant?"

FOCUS God strengthens Joshua.

FOCUS QUESTIONS Have you ever met a Captain of the Army or the Police?
How did you feel when you met them?

OUTCOMES	TEACHING STRATEGIES				
At the end of this story students will:	Speaking/Writing	Ordering	Touching/Making	Looking/Seeing	Musical/Hearing
 <p>Know how Joshua felt when he saw Jericho. Recognise who the Captain really was.</p>	<p>Make a circle and let children retell the story. Eg. the first one begins, the next continues etc. until the story is completed.</p>	<p>Measurement: Build with blocks or materials some towers showing big, bigger, biggest. Tell the story.</p>	<p>Form a circle and march around while singing "Round the walls of Jericho."</p>	<p>Draw the city of Jericho.</p>	<p>Song: Joshua beat the battle of Jericho. Use drums to create a marching beat.</p>
 <p>Appreciate God's concern for us when we face difficult challenges. Will allow God to be the Captain of their lives.</p>	<p>Discuss in groups why God is concerned with us in times of our difficulties.</p>	<p>Treasure Hunt: Following directions to find the treasure in difficult situations. Remember that God is our compass.</p>	<p>Mime the story and act it out so other children will follow.</p>	<p>Outline the task of a captain and why you choose God to be your captain.</p>	<p>Children write poems with a message of hope and victory in Jesus Christ.</p>
 <p>Encourage others to have God as the captain of their lives.</p>	<p>Write on boat shaped paper "God wants to be your Captain" and hand out to children in the school.</p>	<p>Follow the leader and create a sequence and map out the paths. Explain that Church leaders are acting as God's captains.</p>	<p>Carry out some work in the community to help the people. Work as a leader and supervise the working bees for the week.</p>	<p>Create a poster about Jesus as the captain.</p>	<p>Sing: "Jesus is my captain," to another class.</p>
<p>WRAP UP QUESTION How do you see God in this story?</p>					

THEME Stories of the Conquest of Canaan **STORY** The Shout That Wrecked a City **BIBLE** Joshua 6:6-20 **UABS Vol** 3-2-8 **PAGES** 88-91

MEMORY VERSE Joshua 6:16 “Shout for the Lord has given you the city.”

FOCUS The Fall of Jericho.

FOCUS QUESTIONS Have you ever felt an earthquake? Does it make you scared? What was the biggest that you can remember?

OUTCOMES	TEACHING STRATEGIES				
At the end of this story students will:	Speaking/Writing	Ordering	Touching/Making	Looking/Seeing	Musical/Hearing
 <p>Understand what happens when we cooperate with God's commands. Show what can be achieved when we work together.</p>	<p>Discussion Topic: What are the benefits you get from cooperating with God's commands? What do we achieve when we work together?</p>	<p>How far can you walk in one minute? How far in six hours?</p>	<p>Make up motions when Joshua fought the Battle of Jericho.</p>	<p>Draw a diagram of what happens when we cooperate with God's commands.</p>	<p>Sing: “Round the walls of Jericho the army went.”</p>
 <p>Decide to obey God. Appreciate the value of working together in unity.</p>	<p>Verbally pledge to work with your class mates this week.</p>	<p>Decide on a class project. How long would it take for one person to do it? How long for the class?</p>	<p>Construct a model ark to use in marching around the walls of Jericho.</p>	<p>Illustrate with pictures how people feel when they choose to obey God.</p>	<p>Sing “I have decided to follow Jesus.”</p>
 <p>Be able to work cooperatively with each other.</p>	<p>Tell your classmates to cooperate in whatever work given in and outside the classroom. Eg. picking up rubbish, watering the garden and make sure you do what you say.</p>	<p>Choose a project in the village and work on it together.</p>	<p>Perform a march using different instruments to make the walls fall down.</p>	<p>Share with others how much work is done when we work together.</p>	<p>Sing as a choir the songs above in Sabbath School.</p>
WRAP UP QUESTION How do you see God in this story?					

THEME Stories of the Conquest of Canaan **STORY** Buried Sin **BIBLE** Joshua 7 **UABS Vol** 3-2-9 **PAGES** 92-95

MEMORY VERSE Exodus 20:15 "You shall not steal."

FOCUS Disobedience is not worth it.

FOCUS QUESTIONS Have you ever hidden something from others?
Why did you do that? How did you feel?

OUTCOMES	TEACHING STRATEGIES				
At the end of this story students will:	Speaking/Writing	Ordering	Touching/Making	Looking/Seeing	Musical/Hearing
 <p>Realise the value God places on obedience. Explain the consequences of failing to obey God.</p>	<p>Answer questions in groups: Why should we value obedience? List down the consequences of disobeying.</p>	<p>Give the reasons for the Israelites' failure.</p>	<p>Role play how Achan buried the things he took.</p>	<p>Draw faces of disobeying children.</p>	<p>Using body parts and other objects make sounds to go with the story.</p>
 <p>Appreciate that disobedience has consequences.</p>	<p>Relate a situation where you had to suffer the consequences of disobedience. Talk about how you felt.</p>	<p>Make a chart of all the consequences of Achan's sin.</p>	<p>Play the game of disobedience in the class with the help of the teacher.</p>	<p>Explain why God punishes those who disobey and what he wants them to be.</p>	<p>Write a poem telling of the consequences of disobedience.</p>
 <p>Inspire others to remain obedient to God. Be a good example in obedience.</p>	<p>Practise obedience in the classroom, playground, at home.</p>	<p>Using the chart encourage the church members to be obedient.</p>	<p>Dramatise the story of how Adam disobeyed God.</p>	<p>Create a poster showing where disobedience leads to.</p>	<p>Share this poem with the youth group at church.</p>
<p>WRAP UP QUESTION How do you see God in this story?</p>					

THEME Stories of the Conquest of Canaan **STORY** Mouldy Bread **BIBLE** Joshua 8:1-29; 9 **UABS Vol** 3-2-10 **PAGES** 96-98

MEMORY VERSE Joshua 9:19 "We have given them our oath by the Lord the God of Israel and we cannot touch them now."

FOCUS We need to always seek God's counsel.

FOCUS QUESTIONS

Have you ever eaten mouldy bread?

Tell what it tasted like. Did you get sick?

OUTCOMES	TEACHING STRATEGIES				
At the end of this story students will:	Speaking/Writing	Ordering	Touching/Making	Looking/Seeing	Musical/Hearing
 <p>Know why the Gibeonites deceived Israel. Understand the need to seek God's advice in all decisions.</p>	Retell the story of the mouldy bread to your group or class.	List the ways the Gibeonites deceived the Israelites.	Dramatise the story and have the children mime it.	Draw cartoons on how the Gibeonites deceived the Israelites.	Sing the song "A little talk with Jesus makes it right."
 <p>Appreciate God's willingness to give advice to us. Accept God's leading in our lives.</p>	Relate why seeking advice from parents/teachers on a given situation is good.	Make a chart to show why Joshua did not check with God.	Draw the mouldy foods and clothes which were shown to Joshua. Hang them around the room.	List down why you wanted God to lead your life.	Children make a list of songs that reflect on God's leading.
 <p>Share with others how God has led in their lives or in the lives of others.</p>	Share an experience of God's leading in their lives.	Compare the ways God has led people. What is the same, what is different.	Experiment with the types of things which will lead others to Jesus in service to others. Eg food, clothing.	Using a diagram show how God has led in your life.	Children listen to stories or experiences or consequences for being untruthful.
WRAP UP QUESTION How do you see God in this story?					

THEME Stories of the Conquest of Canaan **STORY** The Sun Stands Still **BIBLE** Joshua 10-21 **UABS Vol** 3-2-11 **PAGES** 99-101

MEMORY VERSE Joshua 10:25 “Do not be afraid, do not be discouraged. Be strong and courageous.”

FOCUS God’s intervention to save Israel.

FOCUS QUESTIONS How would you feel if the sun didn’t move?
If it stayed still for 4 hours what else would you do with the extra time?

OUTCOMES	TEACHING STRATEGIES				
At the end of this story students will:	Speaking/Writing	Ordering	Touching/Making	Looking/Seeing	Musical/Hearing
 Know why God was fighting for Israel.	Explain why God had to fight for Israel.	Try to list as many reasons why God was fighting for Israel.	Create a concert about how the sun stood still.	Draw the sun on the day it stood still. Write a message underneath it.	Write a song about the sun standing still.
 Believe that God is fighting for us.	Interview Joshua to find out who was fighting for Israel.	Make a chart to show the different ways God fights for us.	Create a mime that shows ways God fights for us.	Illustrate how God fights for us.	Write a poem of thanks to God for fighting for us.
 Encourage others to let God fight their battles.	Write “encouraging notes” and give them out to people who need it. Eg. sick people (cancer, aids); people who face financial difficulties.	Share this chart at church and encourage them to let God do the fighting.	Choose which way to go if you are met by two people offering a narrow road or a wide road.	Share with others how God helps them to be winners.	Share this poem with a class and encourage the students to let God fight their battles.
WRAP UP QUESTION How do you see God in this story?					

THEME Stories of the Conquest of Canaan **STORY** Joshua's Last Days **BIBLE** Josh 14:6-15; 19:49,50; 23; 24; 1-33 **UABS Vol** 3-2-12 **PAGES** 102-105

MEMORY VERSE Joshua 24:15 "But as for me and my house we will serve the Lord."

FOCUS Joshua's Last Days. **FOCUS QUESTIONS** Where would you like to build your own home?
Which country would you like to visit?

OUTCOMES	TEACHING STRATEGIES				
At the end of this story students will:	Speaking/Writing	Ordering	Touching/Making	Looking/Seeing	Musical/Hearing
 <p>Describe Joshua's last days of leadership. Understand what message Joshua left with the children of Israel.</p>	<p>Give reasons why Joshua said "But as for me and my house we will serve the Lord." What made him say that?</p>	<p>Make a list of the things God did for Israel. Joshua 24:1-13</p>	<p>Make models of Joshua out of mud or sand or clay or even newspapers.</p>	<p>Write Joshua's last message to the Israelites on a poster.</p>	<p>Song: "Choose you this day."</p>
 <p>Decide to follow Joshua's example to follow God. Accept the qualities of Joshua's leadership as their own.</p>	<p>Write some qualities you think Joshua had to make him a mighty leader for God.</p>	<p>Make a chart of what Joshua told the people to do to follow God. Joshua 24:14-33</p>	<p>Role play the story and of the last message to the people . One to be Joshua, the other children to be people.</p>	<p>Show Joshua's attitude towards God and to others.</p>	<p>Help children write poems that will encourage them to make right choices.</p>
 <p>Share Joshua's challenge with others. Compile a history of God's leading for others.</p>	<p>Share the above qualities with another class. Stress the importance of following Joshua's example in your sharing.</p>	<p>Share the chart with the church.</p>	<p>Dramatise the story to another class.</p>	<p>Design a map of how God led Joshua's life.</p>	<p>The children share the love of Jesus through song in another class during Bible time.</p>
WRAP UP QUESTION How do you see God in this story?					

THEME Stories of the Days of Judges **STORY** The Place of Weepers **BIBLE** Judges 1:1-2:15 **UABS Vol** 3-3-1 **PAGES** 107-109

MEMORY VERSE Proverbs 3:5 “Trust in the Lord will all your heart and lean not on your own understanding.”

FOCUS Israel’s failure to take all of the Promised Land. **FOCUS QUESTIONS** What do you do when you get tired or bored?

OUTCOMES	TEACHING STRATEGIES				
At the end of this story students will:	Speaking/Writing	Ordering	Touching/Making	Looking/Seeing	Musical/Hearing
 <p>Relate what happened to the children of Israel in the promised land. Explain the message of the angel at Bokin.</p>	<p>Discussion Topics: What happened to the children of Israel in the promised land? How can we relate to their experiences today?</p>	<p>Make a list of what went wrong with the children of Israel and what went right.</p>	<p>Mime the story of how the children of Israel were weeping.</p>	<p>Make a model showing one thing the children of Israel did in the promised land.</p>	<p>Describe what you hear when the people discover God is no longer with them.</p>
 <p>Recognise that we too can become like the children of Israel. Express appropriate feelings towards Israel's failure.</p>	<p>Write about the changes we can make in our sinful lives to show God we trust him.</p>	<p>Make a chart of how the Israelites failed and how we too can fail.</p>	<p>Dramatise the story – one person cries then another and another until everybody cries and offers a sacrifice to the Lord.</p>	<p>Illustrate that God is a God of love no matter what we do.</p>	<p>Compose rhymes about the cause of Israel's failure.</p>
 <p>Prepare a warning for failing to keep God's covenant.</p>	<p>Write warning posters and display them on school walls.</p>	<p>List the consequences of not keeping agreement with God. Share this with the church.</p>	<p>Share this drama at church or AYs.</p>	<p>Draw pictures of what might happen to those who are not keeping God's covenant.</p>	<p>Perform a body percussion (clapping) for disobeying / obeying their parents.</p>
<p>WRAP UP QUESTION How do you see God in this story?</p>					

THEME Stories of the Days of the Judges **STORY** Seesaw Days **BIBLE** Judges 2:11; 6:1 **UABS Vol** 3-3-2 **PAGES** 110-113

MEMORY VERSE Judges 5:31 “But may they who love you be like the sun when it rises in its strength.”

FOCUS Israel’s acceptance then rejection of God over and over again. **FOCUS QUESTIONS** What happens to you when you disobey your parents?

OUTCOMES	TEACHING STRATEGIES				
At the end of this story students will:	Speaking/Writing	Ordering	Touching/Making	Looking/Seeing	Musical/Hearing
 <p>Tell how God dealt with the children of Israel. Talk about the work of the Judges.</p>	<p>Explain the work of a Judge in Israel.</p>	<p>List the number of times Israel failed. Is this more or less than they obeyed?</p>	<p>Act out what is going on in court.</p>	<p>Modelling – what is happening in a court.</p>	<p>Song: “O.B.E.Y.” children spell the song obey as they sing along.</p>
 <p>Express a desire to always follow God. Identify with one of the Judges.</p>	<p>Choose a judge you like. Tell why you like them and how God used them.</p>	<p>Choose a judge you like, make a chart showing all his good qualities.</p>	<p>Children will do charades on how they want to follow God.</p>	<p>Draw pictures representing the good characters of a judge.</p>	<p>Compose rhymes that express a desire to always follow God.</p>
 <p>Encourage others to follow Jesus. Share the story of one of the Judges.</p>	<p>Tell people in church why you admire one of the judges.</p>	<p>Share this chart and explain it to the church.</p>	<p>Modelling ways to follow Jesus. Eg. share, love.</p>	<p>Draw a poster of Jesus the greatest Judge.</p>	<p>Sing O.B. E. Y. inserting Mum, Dad and teachers too.</p>
WRAP UP QUESTION How do you see God in this story?					

THEME Stories of the Days of Judges **STORY** An Angel Burns the Dinner **BIBLE** Judges 6:1-24 **UABS Vol** 3-3-3 **PAGES** 115-118

MEMORY VERSE Judges 6:6 “The Midianites made the children of Israel so poor, they cried out to the Lord for help.”

FOCUS The Call of Gideon.

FOCUS QUESTIONS
 Have you ever seen an angel?
 Have you ever been hiding and someone has found you?
 How did you react?

OUTCOMES	TEACHING STRATEGIES				
At the end of this story students will:	Speaking/Writing	Ordering	Touching/Making	Looking/Seeing	Musical/Hearing
 <p>Tell how God called Gideon. Explain why God called Gideon.</p>	<p>Re tell the story as if you were Gideon. Explain why God must have called you.</p>	<p>Draw circles to show how big God thought Gideon was. Draw a circle for Gideon and how big he thought he was.</p>	<p>Role play the interaction between Gideon and the angel, Gideon and the captain of the army. Gideon and the Mideonites.</p>	<p>Children draw a picture of themselves cooking on an open fire to show the angel's burnt dinner.</p>	<p>Retell the story using the tune of “Who did, who did, who did, swallow Jonah.?” Use Gideon’s name instead and change the words to suit.</p>
 <p>Express a desire to be called by God. Develop the characteristics of Gideon.</p>	<p>Discuss in groups what you would do if God called you like He did to Gideon. Write the qualities you should have for such a calling.</p>	<p>Draw a graph to show how many Gideon started with, then lost, then finished up with.</p>	<p>Demonstrate how somebody calls you and you say “Yes, Sir!” and salute him or her with respect. Eg. Pathfinders.</p>	<p>Illustrate how important it is to have the good characteristics like Gideon.</p>	<p>Create horn instruments using rolled paper, card, leaves and create a reverent tune suitable for calling to worship.</p>
 <p>Share with others God’s call on their lives. Encourage others to have the characteristics of Gideon.</p>	<p>Listen to an invited person (pastor / teacher, community member) relate God’s call to them.</p>	<p>Share this graph at church and emphasise God’s enabling when He calls us.</p>	<p>Share food with the other children and encourage them to have a character like that of Gideon.</p>	<p>Write a poster listing all the good characteristics of Gideon and hang it in the classroom.</p>	<p>Present tunes composed for reverence at school assemblies or church.</p>
<p>WRAP UP QUESTION How do you see God in this story?</p>					

THEME Stories of the Days of Judges **STORY** The Wet-Dry Fleece **BIBLE** Judges 6:25-40 **UABS Vol** 3-3-4 **PAGES** 119-120

MEMORY VERSE Judges 7:7 “The Lord said to Gideon With three hundred men that lapped, I will save you and give the Midianites into your hands.”

FOCUS Gideon’s test of God’s call.

FOCUS QUESTIONS
 When you are sitting down, how do you drink water?
 When you are in a hurry how do you drink it?
 Could you drink it like a dog?

OUTCOMES	TEACHING STRATEGIES				
At the end of this story students will:	Speaking/Writing	Ordering	Touching/Making	Looking/Seeing	Musical/Hearing
 <p>Explain why Gideon had some doubts. Tell how God responded to Gideon.</p>	<p>Discussion Topics: Why do you think Gideon doubted the angel? How does God respond to us when we doubt Him?</p>	<p>Get the class to do the experiment by putting a piece of wool outside at night. Explain why Gideon’s was opposite to what would be expected.</p>	<p>Role play Gideon and the Midianites. Gideon and the angel in the winepress.</p>	<p>Design a cartoon on how God and Gideon communicated.</p>	<p>Using sticks or stones to bang together and create a rhythm to retell the story. (Story will resemble a chant).</p>
 <p>Express our doubts and lack of faith. Trust God more to supply our needs when God calls.</p>	<p>Write a story on how to trust God more.</p>	<p>Look at passages of scripture where the expression ‘lack of faith’ is used and get students to find and count them.</p>	<p>Children express themselves and say, “God supplies our needs if we call on him.” Put it in an active way.</p>	<p>Illustrate how God helps us when we question what he has given us.</p>	<p>Using a list of doubting questions, sing them solemnly then have children reply with ‘God can do anything’. Eg Teacher - who will save me? Children – God can do anything.</p>
 <p>Share stories of faith and God’s leading.</p>	<p>Interview an adult at church to find out how God has led in their lives.</p>	<p>Compile three stories of faith from around the community and collate them into a book to share as a class.</p>	<p>Share your story with the class or church of how God has led you to find his truth.</p>	<p>Draw a graph on how God led Gideon.</p>	<p>Present compositions in school assembly.</p>
<p>WRAP UP QUESTION How do you see God in this story?</p>					

THEME Stories of the Days of Judges **STORY** Three Hundred Heroes **BIBLE** Judges 7:1-8; 19-23 **UABS Vol** 3-3-5 **PAGES** 121-123

MEMORY VERSE Judges 7:15 “Get up! The Lord has given the Midianites camp into your hands.”

FOCUS Gideon’s Victory over the Midianites. **FOCUS QUESTIONS** What do you use to shine a light at night?
Can you always see where you are going?

OUTCOMES	TEACHING STRATEGIES				
At the end of this story students will:	Speaking/Writing	Ordering	Touching/Making	Looking/Seeing	Musical/Hearing
 <p>Explain the type of fighter God needed. Understand the reason God did not choose those who left to go home.</p>	<p>Discussion Topic What kind of people does God choose to work for Him?</p>	<p>Compare the fighting weapons Gideon used to weapons used in the village.</p>	<p>Play a class game of capture the flag.</p>	<p>Make a model of Gideon’s men.</p>	<p>Sing the song “The Lord’s Army.” Use body percussion to dramatize the story.</p>
 <p>Decide to have qualities of those in Gideon’s army.</p>	<p>Write down the qualities of people God needs to do His work. Share how they can have these qualities.</p>	<p>Place different qualities in a box and get the class to pick one. Identify those who pick the ones similar to Gideon’s men.</p>	<p>Dramatize the story of how God made tests on the army.</p>	<p>Make banners showing desired qualities eg COURAGE</p>	<p>Compose another verse to the song personalising the decision to be in God’s army.</p>
 <p>Encourage others to have the qualities of Gideon’s men.</p>	<p>Write some good qualities on paper and put them up in the school.</p>	<p>Put all the good qualities on the board and ask which ones you do not have and which would you like to have? Pray for the others to have these desired qualities.</p>	<p>Dress up like an army and march around picking up rubbish around the campus.</p>	<p>Display the banners they have made around the school.</p>	<p>Perform then teach the song and actions to another class/school.</p>
<p>WRAP UP QUESTION How do you see God in this story?</p>					

THEME Stories of the Days of Judges **STORY** A Very Sad Girl **BIBLE** Judges 11:29-40 **UABS Vol** 3-3-6 **PAGES** 124-126

MEMORY VERSE Judges 11:36 “My father you have given your word to the Lord. Carry it out just as you promised.”

FOCUS Keeping your promises.

FOCUS QUESTIONS Have you made any promises?
Were you able to keep the promise?

OUTCOMES	TEACHING STRATEGIES				
At the end of this story students will:	Speaking/Writing	Ordering	Touching/Making	Looking/Seeing	Musical/Hearing
 <p>Tell why Japheth made this promise. Relate how the daughter responded.</p>	Make a readers' theatre about this story.	Collate at least five promises in scripture for each person. Collect them to make a promise box.	Role play the story of what Japheth did when making his promise.	List some of the promises they want to keep.	Ask children to match tunes to parts of the story.
 <p>Treat all promises seriously. Think of the consequences of promises.</p>	Write a letter to the girls inviting them to come with you to the hills for two months. Explain why.	Make a promise to someone during the week and fulfil that promise by the end of the week.	Mime the words of the song “I am a Promise”, as a whole class.	Make posters with “All promises should be kept” on it.	Read/Sing memory verse to a tune from above.
 <p>Share with others the seriousness of keeping promises.</p>	Share the readers' theatre with the church so that they can be serious about keeping promises.	Share with other members of the class some results of breaking promises.	Share a lunch with someone who doesn't have something to eat at home, school or even your friend.	Put them up on the wall of the church.	Present story with musical highlights to express emotion.
WRAP UP QUESTION How do you see God in this story?					

THEME Stories of the Days of Judges **STORY** Much-Wanted Boy **BIBLE** Judges 13:2-24 **UABS Vol** 3-3-7 **PAGES** 127-129

MEMORY VERSE Judges 13:5 “No razor may be used on his head, because the boy is to be a Nazirite, set apart to God.”

FOCUS The Birth of Samson.

FOCUS QUESTIONS
 Have you had a baby brother or sister?
 How did you feel?
 How did you mother and father feel?

OUTCOMES	TEACHING STRATEGIES				
At the end of this story students will:	Speaking/Writing	Ordering	Touching/Making	Looking/Seeing	Musical/Hearing
 <p>Describe the special qualities of Samson’s birth. Outline why Samson was to be brought up differently to others.</p>	Tell what made Samson special.	Write down the ways Samson was special and different to others.	Create a drama of the angel visiting Manoah and his wife to give them the message of Samson’s strength.	Make a poster outlining the special qualities of Samson’s birth.	Change the words to the Zachaeus was a wee little man to retell the story of Samson.
 <p>Recognise we are each special. Appreciate that God has a plan for us all.</p>	Write down what you think God’s plan might be for you.	Make a chart of what makes us special.	Act out what you think God wants you to be for Him.	Draw a picture of you. Add words that tell how you are special.	Make shakers using shells, leaves, stones in little containers. Decorate and use to accompany the song “God made me”.
 <p>Share with others how special God has made them.</p>	Tell someone else at school how special they are to God.	Choose a person in the village. Make a list of what makes them special. Share it with them.	Share the drama with another class at school.	Make a postcard to share with other adults telling them why they are special.	Present an item using shakers to another school. Give them the shakers as a gift.
WRAP UP QUESTION How do you see God in this story?					

THEME Stories of the Days of Judges **STORY** Strongest Man Who Ever Lived **BIBLE** Judges 14-16 **UABS Vol** 3-3-8 **PAGES** 130-136

MEMORY VERSE Judges 16:20 “But he did not know the Lord had left him.”

FOCUS Samson’s unfaithfulness.

FOCUS QUESTIONS Who is the strongest man that you know who lives in the village or in town?
How strong is he?

OUTCOMES	TEACHING STRATEGIES				
At the end of this story students will:	Speaking/Writing	Ordering	Touching/Making	Looking/Seeing	Musical/Hearing
 <p>Explain where Samson got his strength from. Relate what happened to Samson when he betrayed his connection with God.</p>	Pretend you are Samson. Explain what makes you strong.	Make a list of the steps Samson took that led to losing his strength.	Perform a drama emphasising Samson’s strength and how he lost it.	Draw a poster of a strong Samson and where he got his strength.	Write a poem about where Samson got his strength.
 <p>Appreciate the strength we have when we are connected with God. Desire not to lose our connection with God.</p>	Write a story of how we can stay connected to God.	Create a chart listing ways to stay connected to God.	Perform a mime showing Satan trying to get us to lose our connection with God.	Draw cartoons showing how we can connect with God.	Sing the song. “Be strong be brave for the Lord thy God is with thee.”
 <p>Tell others how to gain strength by being connected to God. Warn others against losing their connection with God.</p>	Tell the church members how to stay connected to God.	Explain this chart to church members.	Perform the drama above to the youth at church.	Display the posters and cartoons at church and explain them.	Share the poem or song with another class in the school.
WRAP UP QUESTION How do you see God in this story?					

THEME Stories of the Days of Judges **STORY** Gleaner Girl **BIBLE** Ruth 1:1:4:22 **UABS Vol** 3-3-9 **PAGES** 137-141

MEMORY VERSE Ruth 1:16 “Don’t urge me to leave you or turn back from you. Where you go I will go, where you stay I will stay, your people will be my people and your God my God.”

FOCUS The Life of Ruth. **FOCUS QUESTIONS** Tell me about you favourite uncle or aunt?
Why do you love your grandparent?

OUTCOMES	TEACHING STRATEGIES				
At the end of this story students will:	Speaking/Writing	Ordering	Touching/Making	Looking/Seeing	Musical/Hearing
 <p>Explain how God looked after Naomi and Ruth. Outline Ruth’s descendants through to Christ.</p>	<p>Pretend you are Ruth or Naomi. Write a letter to God thanking Him for each thing he did to care for you.</p>	<p>Make a list of Ruth’s descendants to Christ. See Matthew 1:5-16</p>	<p>Mime the parting of Naomi from Orpah and Ruth.</p>	<p>Draw cartoons showing God looking after Naomi and Ruth.</p>	<p>Make / use instruments to create sound effects when retelling the story.</p>
 <p>Appreciate that just as God looked after Naomi and Ruth he can look after us. Appreciate that God’s plans for our lives last for many generations.</p>	<p>Write and perform a readers theatre telling how God looked after Ruth and Naomi, and how he can also look after us.</p>	<p>List all the ways God looked after Ruth and Naomi. Relate these to how God looks after us today.</p>	<p>Create a drama showing how God’s blessings last from generation to generation.</p>	<p>Create a poster that shows how God looked after Ruth and Naomi. Show how he looks after us.</p>	<p>Learn and sing “His eye is on the sparrow” or a tune that tells how God watches over us.</p>
 <p>Demonstrate care for those in need. Encourage others to commit their lives to Christ.</p>	<p>Make some get well-cards. Give them to the sick and pray for them.</p>	<p>Share this list with those in need.</p>	<p>Share the mime with another class or Sabbath school group.</p>	<p>Use the poster to help tell people in the market place about God’s care for them.</p>	<p>Present the above song as an item for a special programme.</p>
<p>WRAP UP QUESTION How do you see God in this story?</p>					

THEME Stories of Samuel and Saul **STORY** Given to the Lord **BIBLE** 1 Samuel 1-2:11 **UABS Vol** 3-4-1 **PAGES** 145-148

MEMORY VERSE 1 Samuel 2:2 "There is no one holy like the Lord, there is no one besides you, and there is no rock like our God."

FOCUS The Birth of Samuel. **FOCUS QUESTIONS** Do you have a baby brother or sister?
How do you feel about them?

OUTCOMES	TEACHING STRATEGIES				
At the end of this story students will:	Speaking/Writing	Ordering	Touching/Making	Looking/Seeing	Musical/Hearing
 <p>Recognise God's power over impossibilities.</p>	<p>Pretend you are Hannah. Tell how you were feeling when you prayed to God.</p>	<p>List the times in this story that things seemed impossible to Hannah. How did God meet her needs?</p>	<p>Act out the story of how Hannah humbly asked God for a child.</p>	<p>Draw Hannah when she was praying to God.</p>	<p>Pretend you are a temple servant. What do you hear when Hannah is praying?</p>
 <p>Wait on God in times of uncertainty. Develop a love to serve God.</p>	<p>Write a Psalm of praise to God offering your love to him as well.</p>	<p>How long did Hannah wait for God? How long could you wait for God?</p>	<p>Mime the words when she dropped to her knees. Do the words and actions altogether.</p>	<p>Children will do an artwork to show how they want to serve God.</p>	<p>Choose several verses of Hannah's prayer and make it into a song.</p>
 <p>Turn to God at all times but especially when facing problems.</p>	<p>Keep a prayer journal. Pray for others and note the time of answers.</p>	<p>Create a box in class or get the class to write any problem they cannot solve and place in it. Note: The box is like God to whom we can present all our unanswered questions / problems.</p>	<p>Share an experience with someone or a teacher of how God has answered your prayer.</p>	<p>Make a card with "God hears me when I pray." To be distributed to their friends.</p>	<p>Perform the above song at an assembly.</p>
<p>WRAP UP QUESTION How do you see God in this story?</p>					

THEME Stories of Samuel and Saul **STORY** Voice in the night **BIBLE** 1 Samuel 2:18-21; 3:1-21 **UABS Vol** 3-4-2 **PAGES** 149-154

MEMORY VERSE 1 Samuel 3:9 "Speak Lord for your servant is listening."

FOCUS Be willing to hear God's call.

FOCUS QUESTIONS How do you hear God's call?
What other ways can you hear God's voice?

OUTCOMES	TEACHING STRATEGIES				
At the end of this story students will:	Speaking/Writing	Ordering	Touching/Making	Looking/Seeing	Musical/Hearing
 <p>Re tell the story of God calling Samuel. Recognise God's voice.</p>	Pretend you are Eli. Tell what happened the night Samuel heard God speaking to him.	Write down what you think was going through Eli's mind each time Samuel came to him.	Children dramatise the story about God's call on Samuel's life.	Draw Samuel when he was called.	Teach and learn the song. "When he calls me I will answer... I will be somewhere listening for my name".
 <p>Hear God's call. Accept the call of God.</p>	Write a letter to God accepting His call on your life.	Write down all the ways you think that God can call you.	Children produce a play to show little Samuel sleeping on his bed.	Illustrate how you respond to God's call.	Personalise the song by using children's names. Play a listening game where children are given part of a song and have to guess the tune. Discuss the importance of listening carefully.
 <p>Be willing to share God's call to others.</p>	Create a card for other children to fill in. "I have accepted Jesus".....signed.	Do a survey of the youth and find out how many have accepted God.	Get classmates to take part in the play.	Create a picture that shows that you accept Jesus' call on your life. Share the picture with others.	Share as an item in Sabbath School the song "I'll be somewhere listening for my name".
WRAP UP QUESTION How do you see God in this story?					

THEME Stories of Samuel and Saul **STORY** Dangerous Plunder **BIBLE** 1 Samuel 4:1-6;16 **UABS Vol** 3-4-3 **PAGES** 155-159

MEMORY VERSE 1 Corinthians 10:31 “So whether you eat or drink, or whatsoever you do, do it all to the glory of God.”

FOCUS The wonderful power of the God of Heaven.

FOCUS QUESTIONS Have you tried to make an animal do something?
How easy was it?

OUTCOMES	TEACHING STRATEGIES				
At the end of this story students will:	Speaking/Writing	Ordering	Touching/Making	Looking/Seeing	Musical/Hearing
 <p>Treasure any sacred things, material or day of worship. Identify other sacred things apart from the ark.</p>	Retell the story and talk about why the ark was sacred.	Make a chart of all the sacred things in your church.	Dramatize the story of the shaking of the Dagon god that was broken.	Make a collection of sacred things of any culture. Talk about what makes these things sacred.	Describe what you think Eli heard just before the servant arrived to tell him the news.
 <p>Establish a heart to love and follow God. Determined not to follow Eli's two sons' behaviour.</p>	Write the weaknesses you find in the story and talk about how those weaknesses can be solved.	Compare what Eli's two sons did to what Jesus did in the temple.	Mime the words of the song "Building up the temple".	Draw a symbol. Write their names on it or a message about good behaviour.	Learn and sing a reverent song that can be used at church or in your class worship.
 <p>Encourage others to practice reverence in God's Holy places.</p>	Share the story through Readers' Theatre to the school.	Make a list of good practices in church. Share them with your church friend.	Show reverence in church or in other special places.	Share the symbol with others.	Teach a friend the tune learnt for reverence in church.
WRAP UP QUESTION How do you see God in this story?					

THEME Stories of Samuel and Saul **STORY** An Unheeded Warning **BIBLE** 1 Samuel 7:5-;18:22 **UABS Vol** 3-4-4 **PAGES** 160-163

MEMORY VERSE 1 Samuel 7:13 “For as long a Samuel lived, the Lord helped Israel fight the Philistine.”

FOCUS Warnings for not following God. **FOCUS QUESTIONS** Does your country have a King?
What is their job?
What made the Israelites want a King?

OUTCOMES	TEACHING STRATEGIES				
At the end of this story students will:	Speaking/Writing	Ordering	Touching/Making	Looking/Seeing	Musical/Hearing
 <p>Always depend on God for all our needs. Understand the importance of making right choices.</p>	<p>Make up cards of making right choices. Eg. I choose.....etc. I choose not to.....</p>	<p>Create a flow chart showing the consequences of depending on God.</p>	<p>Act out the story about Samuel and Saul showing the importance of obedience.</p>	<p>Draw a crown and colour it.</p>	<p>Learn and sing a praise song with 2-3 part harmony. Encourage children to listen to each other to create a beautiful tune.</p>
 <p>Develop confidence in God in all situations.</p>	<p>Speaking to their class or group on how to be confident in God.</p>	<p>Draw two objects – gun and axe. If confronted by rascal what would you use? Wait for someone who will say “I’ll depend on God.”</p>	<p>Organise a concert. Have a number of skits showing how we can trust in God.</p>	<p>Draw cartoon soldiers with speech bubbles that say – Warning</p>	<p>Present your completed, 2-3 part harmony to the whole school. Give thanks to God for a successful item.</p>
 <p>Share God’s victory over the enemy with a friend.</p>	<p>Tell a story to a friend of how to have victory over Satan.</p>	<p>Count the number of times the Israelites gained victory over their enemies during the Exodus.</p>	<p>Teach others to dramatise the story.</p>	<p>Draw a flag with the message “Victory in Jesus” and share it with others.</p>	<p>Present above item in church and invite a friend to church to hear it.</p>
WRAP UP QUESTION How do you see God in this story?					

THEME Stories of Samuel and Saul **STORY** Choosing a King **BIBLE** 1 Samuel 9:1-10: 24 **UABS Vol** 3-4-5 **PAGES** 164-169

MEMORY VERSE Joshua 24:15 “Choose you this day whom you will serve but as for me and my house we will serve the Lord.”

FOCUS Man’s choice of King. **FOCUS QUESTIONS** What would you do if you were asked to find someone to be a king or hold an important position in your community?

OUTCOMES	TEACHING STRATEGIES				
At the end of this story students will:	Speaking/Writing	Ordering	Touching/Making	Looking/Seeing	Musical/Hearing
 <p>Know that God respects the choices we make. Outline the consequences of Israel choosing a King.</p>	<p>Discussion topic: What choices do you make that shows you respect God? Write them down.</p>	<p>Identify the qualities that God uses when he chooses a leader. Then show how people choose their leaders.</p>	<p>Dramatise children in a group shouting and clapping saying “We want a King”.</p>	<p>Create a cartoon on why the Israelites needed a king.</p>	<p>Using instruments or create simple instruments to accompany the singing of the national anthem.</p>
 <p>Appreciate God’s rulership in our lives. Choose God as our King.</p>	<p>Explain the reasons why you choose God as your King.</p>	<p>Ask the children to choose a king in the Bible that they like. Write down why they like that King. Collect all responses and show that God has all those desired attributes.</p>	<p>Mime the sentence of “God is the ruler over us”.</p>	<p>Draw posters “God is our King”.</p>	<p>Learn and sing “Who’s the king of the jungle?” Compose a verse to suit your village, school, class.</p>
 <p>Show honour to God by respecting our country’s chosen leaders.</p>	<p>Honour our mission leaders by inviting them to school for lunch etc.</p>	<p>Write a letter to a parliament member, telling him/her that you are praying for them.</p>	<p>Children singing the national anthem and saying the pledge.</p>	<p>Display the posters at school. Sign one of the posters with all the student’s names and display in the church.</p>	<p>Share and perform the above song or national anthem with instruments to church leaders or town leaders.</p>
WRAP UP QUESTION How do you see God in this story?					

THEME Stories of Samuel and Saul **STORY** Saul Saves the People's Eyes **BIBLE** 1 Samuel 11:1-12:25 **UABS Vol** 3-4-6 **PAGES** 170-173

MEMORY VERSE 1 Samuel 12:24 (first part) "But be sure to fear the Lord and serve him faithfully with all your heart."

FOCUS Saul brings salvation by God's power. **FOCUS QUESTIONS** Can you rescue someone who is your enemy?

OUTCOMES	TEACHING STRATEGIES				
At the end of this story students will:	Speaking/Writing	Ordering	Touching/Making	Looking/Seeing	Musical/Hearing
 <p>Recognise that we should respect our leaders because they are chosen by God.</p> <p>Know that we should love our enemies.</p>	Pretend you are Saul. Tell what you hear on the way back from the field.	Make a list of the church leaders and their positions	Mime King Saul leading the people to battle the Ammonites.	Draw faces with one eye missing. Put a suitable title to it.	Divide class into small groups representing a tune or sound effect. Demonstrate the role of the conductor. Give children turns at conducting.
 <p>Know what qualities a good leader has.</p> <p>Surrender ourselves so that God can use us as leaders.</p>	Write down what you would like in a good leader.	List ways a leader can be used by God.	Choose a class captain to assist with the smooth running of the school.	Children nominate a leader to assist in classroom affairs.	Children vote and choose a conductor they like to conduct the production of sound effects for the reading of the story.
 <p>Demonstrate how the others felt when Saul led the army.</p>	Make a postcard of how others felt when Saul led the army. Give it to a church leader.	Make a chart of good leadership skills. Display it in the classroom.	Express gratitude to class and school and church leaders.	Share responsibilities in class.	Present composition as the children's story in church.
WRAP UP QUESTION How do you see God in this story?					

THEME Stories of Samuel and Saul **STORY** The Price of Impatience **BIBLE** 1 Samuel 13:1-16 **UABS Vol** 3-4-7 **PAGES** 174-176

MEMORY VERSE 1 Samuel 13:13 ““You have not kept the command the Lord gave you, if you had, he would have established your kingdom over Israel for all time.”

FOCUS No matter what the excuse, we need to always obey God. **FOCUS QUESTIONS** Have you ever been impatient with somebody else?

OUTCOMES	TEACHING STRATEGIES				
At the end of this story students will:	Speaking/Writing	Ordering	Touching/Making	Looking/Seeing	Musical/Hearing
 <p>Understand that it is God’s leading that we are to listen to. Demonstrate how Saul felt when Samuel arrived late.</p>	Retell the story using a Readers’ Theatre approach.	Outline the consequences of Saul’s impatience and find out its results on his own life.	Produce a play that depicts impatient and frustrated children.	Illustrate the feelings Saul had for Samuel at this time.	Using an instrument give each child a turn. Make the others wait patiently. Discuss how this felt. Divide the children into groups to compose a simple rhythmic pattern. Put all compositions together –each group taking its turn exercising patience.
 <p>Accept whatever circumstances comes on our way. Surrender and humble ourselves before God.</p>	Discuss in groups or as a class how as a group to accept whatever circumstance that comes our way.	Do a tug of war challenge outside using a big rope. The losers surrender to the winning side.	Have children play the game obeying commands. Do as the leader says.	Explain how God helps us when we humble ourselves before him.	Encourage groups to share and teach their rhythmic patterns.
 <p>Follow instructions that are given to us. Show people that we are good leaders for God.</p>	Write down good qualities a leader should have. Read it to the class or during assembly.	Give a set of instructions and get the class to follow. Who would follow it well? Learn to follow God’s instructions.	Teach the children what to do to be a good leader.	Make a card with “We’re God’s hands” on it and distribute them in the market place.	Share class rhythmic patterns in a school assembly showing how we wait for turns to complete an instruction.
WRAP UP QUESTION How do you see God in this story?					

THEME Stories of Samuel and Saul **STORY** Brave Young Prince **BIBLE** 1 Samuel 14:1-45 **UABS Vol** 3-4-8 **PAGES** 177-181

MEMORY VERSE 1 Samuel 14:6 “Nothing can hinder the Lord from saving whether by many or by few.”

FOCUS Being brave for the cause of God. **FOCUS QUESTIONS** When you go into a dark place to get something, how do you feel?

OUTCOMES	TEACHING STRATEGIES				
At the end of this story students will:	Verbal Linguistics	Logical Mathematical	Kinaesthetic	Visual Spatial	Musical
 <p>Express the attribute of bravery in the story of Jonathan. Affirm God's power in defeating the enemy.</p>	Pretend you are Jonathan. Tell how you were feeling in the story.	Make a list of all acts of bravery you can find in the Bible. Count how many male and female.	Children will do charades.	Draw a honey pot. Put a suitable message on it.	Sing “I shall not be moved”. Add actions or body percussion to emphasise courage.
 <p>Claim God's power to be brave. Rely more on God's power than man.</p>	Write a letter to God asking him to help you be brave in some situation.	Analyse the qualities of bravery. Sum up what makes a person brave.	Make a walking stick and honey pot. Explain its significance to the class.	Draw a picture of someone who was brave to do good.	Children personalise verse by inserting their name. Eg. “Jesus is Mary's captain, Mary shall not be moved...”Share with pastor and teachers song of encouragement “We shall not be moved.”
 <p>Respect all who have been called as leaders in God's church.</p>	Tell a church leader why you respect them and wish them God's blessing.	Compare all leaders of your church and find out who is being respected more than the others and why.	Mime the characters of the leaders in church.	Show the picture and tell others why this person is brave.	Speak to a church leader. Tell them why you respect them.
WRAP UP QUESTION How do you see God in this story?					

THEME Stories of Samuel and Saul **STORY** Obedience, Not Sacrifice **BIBLE** 1 Samuel 15:1-28 **UABS Vol** 3-4-9 **PAGES** 182-186

MEMORY VERSE 1 Samuel 15:22 “To obey is better than sacrifice.”

FOCUS Following God’s will.

FOCUS QUESTIONS Why must you obey your parents?
What are the consequences of obeying/disobeying?

OUTCOMES	TEACHING STRATEGIES				
At the end of this story students will:	Verbal Linguistics	Logical Mathematical	Kinaesthetic	Visual Spatial	Musical
 <p>Understand that we must obey God always. Show respect to God and others by obeying.</p>	Discuss the consequences of disobedience.	Make a list of your wrong doings for the day and the results.	Dramatise the story.	Draw a poster of Saul when he knew his sacrifice was not accepted by God.	Make a sound effect for the story.
 <p>Respond positively to parents/teachers instructions. Show obedience when appointed to do a task.</p>	Write about how God felt when Saul was disobedient.	List down how God has helped you to see your mistakes and how you corrected them.	Make a card and on it write “Lord I am sorry for ………” and hang them in the classroom.	Draw symbols/faces showing obedience and disobedience. Put them on the walls of the school.	Compose a poem about Saul’s feelings.
 <p>Share God’s blessings on you with a lonely family/person.</p>	Talk about God’s response when you obey him.	Plan a meal with a friend and estimate the cost for the two of you.	Distribute tasks for each child in the class and see who does it and who does not.	Role play the story and put in a sound effect.	Share a testimony at Sabbath School on the importance of obeying God’s will.
WRAP UP QUESTION How do you see God in this story?					

THEME Stories of Israel in the Wilderness **STORY** God Finds Another Boy **BIBLE** 1 Samuel 16:1-13 **UABS Vol** 3-4-10 **PAGES** 187-192

MEMORY VERSE 1 Samuel 16:7 “Man looks at the outward appearance but the Lord looks at the heart.”

FOCUS Anointing of David. **FOCUS QUESTIONS** Does God appoint children to do His work or only adults?
How would you feel if God chose you in a crowd?

OUTCOMES	TEACHING STRATEGIES				
At the end of this story students will:	Speaking/Writing	Ordering	Touching/Making	Looking/Seeing	Musical/Hearing
 <p>Describe how David was selected and anointed. Explain the expression God looks at the heart.</p>	Pretend you are Samuel. Write down how you chose David.	Pretend you are Samuel. Make a list of each boy that comes to you and what you notice.	Pretend you are one of the sons. Mime how you would come to Samuel to get him to choose you as King.	Pretend you are Samuel. Tell what you saw as each of the sons comes forward.	Pretend you are Samuel. Tell what you hear as each of the sons comes forward.
 <p>Choose to get to know someone before judging them.</p>	Tell why we need to know someone before we judge them.	Make two columns. What we see, and what we know. Fill it in with people's names you know.	Create a drama about judging someone before you really know them.	Make a poster. Use the words “Get to know them before you judge them.”	Write a poem called “Judge not.”
 <p>Respect all who have been called as leaders in God’s church.</p>	Tell the elders at church why you respect them.	On a postcard list the things you respect about your Pastor. Share it with them.	Visit your church leaders and thank them for what they do.	Draw a picture of a church leader. Put the words “Thank you,” on it and give it to them.	Give each church leader a verse of the song personalised for them.
WRAP UP QUESTION How do you see God in this story?					

THEME Stories of David **STORY** David the Lion Hearted **BIBLE** 1 Samuel 17:1-52 **UABS Vol** 4-1-1 **PAGES** 9-13

MEMORY VERSE 1 Samuel 17:37 “Go and the Lord be with you.”

FOCUS Trust in God with all your Heart.

FOCUS QUESTIONS What would you do if someone took your family away from you?
How would you feel?

OUTCOMES	TEACHING STRATEGIES				
At the end of this story students will:	Talking/Writing	Ordering	Touching/Making	Looking/Seeing	Musical/Hearing
 <p>Describe their best character. Why they chose that person? Retell the story.</p>	<p>Tell about someone you know who is brave. What makes them brave? How are they a like or different to David?</p>	<p>List the strengths of David’s character.</p>	<p>Make clay models of the battle between David and Goliath.</p>	<p>Draw a picture of someone you know who is brave. Show how they are like David.</p>	<p>Sing the song “Only a boy named David”. Add other verses to it.</p>
 <p>Choose to trust in God in everything they do. Understand that God only comes into a humble heart.</p>	<p>Write about how to trust in God in everything we do.</p>	<p>Make a chart of things you can do for God. In the column opposite write how you can trust in God to do it.</p>	<p>Make a heart from a vine, use other local materials to show God coming into it.</p>	<p>Create a poster to say “Trust in God in all that you do.”</p>	<p>Create a song with words about trusting in God.</p>
 <p>Demonstrate how David won the battle. Show good works by using their hands.</p>	<p>Seek out people in the community and tell them of Jesus love.</p>	<p>Seek out people in the community and tell them of Jesus love.</p>	<p>Seek out people in the community and do some help work for them.</p>	<p>Display the poster at the school gate or in church.</p>	<p>Share this song at church or Sabbath School or AY’s.</p>
<p>WRAP UP QUESTION How do you see God in this story?</p>					

THEME Stories of David **STORY** Winning a Princess **BIBLE** 1 Samuel 18:1-29 **UABS** Vol 4-1-2 **PAGES** 14-16

MEMORY VERSE 1 Samuel 18:12 “Saul was afraid of David because the Lord was with David but had left Saul.”

FOCUS Honesty Attracts Thousands.

FOCUS QUESTIONS What would you like to do in a King’s palace?
How would you feel if you were told to move in and stay there?

OUTCOMES	TEACHING STRATEGIES				
At the end of this story students will:	Talking/Writing	Ordering	Touching/Making	Looking/Seeing	Musical/Hearing
 <p>Describe David’s attitude when staying in the palace. Compare David’s and Saul’s characters.</p>	Prepare a speech comparing David and Saul’s characters.	Make a chart that compares David’s and Saul’s characters.	Using hand and facial expressions show the characteristics of David and Saul.	Draw different faces for David and Saul to show their different characteristics.	Write a song with three verses using 1 Samuel 18:7 as the chorus.
 <p>Be encouraged to be honest. Desire to have an honest heart.</p>	Write a story or sermon on how to be honest.	Make a list of different situations that we can be honest in.	Create a drama about being honest.	Create a poster with the words “Honesty is the best policy.”	Write a poem “Honesty is the best Policy.”
 <p>Show how David and Michal loved each other. Show ways of being honest with the community.</p>	Present the sermon at church.	Place the list in the classroom or around the school.	Present the drama at church or AY’s.	Place the poster in the village or market.	Share the song above with other classes at school.
WRAP UP QUESTION How do you see God in this story?					

THEME Stories of David **STORY** Dummy in Bed **BIBLE** 1 Samuel 19:1-18 **UABS Vol** 4-1-3 **PAGES** 17-19

MEMORY VERSE 1 Samuel 19:13 "...and Michal took an image and laid it in the bed..."

FOCUS Love Saves Life. **FOCUS QUESTIONS** How would you feel if no one liked you?

OUTCOMES	TEACHING STRATEGIES				
At the end of this story students will:	Talking/Writing	Ordering	Touching/Making	Looking/Seeing	Musical/Hearing
 <p>Know the difference between a loving heart and a deceitful one. Encourage each other about having Jesus working in their lives.</p>	Divide the group in two. One group writes about Saul's jealousy and why. The other about David and why.	Recount how many times Saul tried to take David's life and why.	Act out the soldiers looking for David but finding a dummy.	Draw two hearts. Show one that loves and one that is deceitful.	Write a poem about a deceitful heart and a loving heart.
 <p>Accept Jesus into their hearts. Know how God works in someone's life.</p>	Prepare a short five minute talk using Bible verses about how to accept Jesus.	Make a list of how God can work in someone's life.	Do a creative expression showing how to accept Jesus into our hearts.	Draw a picture of themselves accepting Jesus into their hearts.	Practise the Hymn 314 "Just as I Am."
 <p>Show their love towards God and others. Demonstrate how God loved David, Michal and Jonathan.</p>	Share these short talks at the market place.	Use the top activity at church or AY's.	Do some practical work for people who may be against the school or church.	Use this picture as a way of inviting others to accept Jesus.	Sing this hymn at the market and invite people to accept Jesus.
WRAP UP QUESTION How do you see God in this story?					

THEME Stories of David **STORY** A Tale of Three Arrows **BIBLE** 1 Samuel 19:18-20:42 **UABS Vol** 4-1-4 **PAGES** 20-23

MEMORY VERSE 1 Samuel 20:22 “Behold the arrows are beyond you, go your way for the Lord has sent you away.”

FOCUS True Love. **FOCUS QUESTIONS** What would you do to win your father’s love if your father hates your best friend?

OUTCOMES	TEACHING STRATEGIES				
At the end of this story students will:	Speaking/Writing	Ordering	Touching/Making	Looking/Seeing	Musical/Hearing
 <p>Relate the good works that have been done. Understand that truth never fails.</p>	Tell about the good works that you have seen people doing in the community.	Make a list of all the good works that have been done in the community.	Using short action sequences act out the good works you have seen people doing.	Draw pictures of the good works you have seen people doing in the community.	Write and sing a song about the good works people do in the community.
 <p>Believe that true love comes from God. Show gratitude towards others.</p>	Prepare a short speech of thanks to those who have helped the school.	Prepare a note of gratitude to each of these workers.	Make a small thank you gift for the good workers in the community.	Put these pictures together to form a collage and make an appreciation poster out of it.	Prepare a poem of thanks for those who do good works.
 <p>Demonstrate true love. Serve others with love.</p>	Present these speeches to those involved at a school assembly.	Present these notes to the people at the school assembly.	Give these thank you gifts at a school assembly.	Present this poster and collage to the village chief or head councillor.	Present the poem and song to the people at the school assembly.
WRAP UP QUESTION How do you see God in this story?					

THEME Stories of David **STORY** Goliath's Sword **BIBLE** 1 Samuel 21:1-10; 22:9-23 **UABS Vol** 4-1-5 **PAGES** 24-27

MEMORY VERSE 1 Samuel 21:9 "The sword of Goliath was wrapped in a cloth, take it for there is no sword here but that one."

FOCUS Lying Causes Trouble. **FOCUS QUESTIONS** How do you know if someone is telling a lie?

OUTCOMES	TEACHING STRATEGIES				
At the end of this story students will:	Talking/Writing	Ordering	Touching/Making	Looking/Seeing	Musical/Hearing
 <p>Tell the consequences of telling lies. Recognise that telling lies causes a lot of trouble.</p>	Pretend you are David. Explain why you lied. What does this show about your faith?	Pretend you are David. List as many reasons as you can think of for lying.	Pretend you are David. Act out the story. Tell the audience why you lied at the end.	Draw the look on David's face when he hears that all the Priests have been killed.	Using your hands beat out a pattern for David's story.
 <p>Decide to be honest all the time. Accept Jesus into their hearts.</p>	Write about ways David should have been honest and the likely outcome.	Now compare and give reasons why David should have been honest.	Mime different honest situations and have the class guess them.	Make a picture to show that it always pays to be honest.	Write a song about being honest at all times.
 <p>Write a diary of how you care for someone. Demonstrate how God handled things, not using weapons.</p>	Write a note of hope and encouragement and put it in a food basket for a sick or poor person.	Make a list of good food to give to people. Collect the food and share it with a sick or poor family.	Collect a variety of food and share it with the sick or poor.	Make a nice package of food to give to a poor family or someone sick.	Share some food with a sick or poor family. Sing a song to them as well.
WRAP UP QUESTION How do you see God in this story?					

THEME Stories of David **STORY** Song in a Cave **BIBLE** 1 Samuel 22:1-4 **UABS Vol** 4-1-6 **PAGES** 28-30

MEMORY VERSE Psalm 57:5 “Be exalted, O God, above the heavens; let your glory be over all the earth.”

FOCUS Singing is a good medicine. **FOCUS QUESTIONS** What would you do if you had to flee from home?
Where would you go?

OUTCOMES	TEACHING STRATEGIES				
At the end of this story students will:	Talking/Writing	Ordering	Touching/Making	Looking/Seeing	Musical/Hearing
 <p>Relate David’s feelings. Recognise David’s relationship with God.</p>	Turn Psalm 57 into a reader’s theatre.	Look for different groups of ideas in Psalm 57. How many different ways can you organise them?	Act out different parts of Psalm 57.	Draw some pictures from Psalm 57.	Put a part or the whole of Psalm 57 to music.
 <p>Respond to God’s love and others. Surrender their lives and follow Jesus.</p>	Write a prayer of thanks to God for protection and providing for our needs.	Make a list of things you are thankful to God for.	Make up a praise dance to God for His goodness to us.	Create a chart of thank you messages to God.	Sing a thank you song.
 <p>Compose a song of praise. Share God’s love through singing.</p>	Tell the story of David then share the song with the community group.	Tell the community group about the Psalm then share the song with them.	Act out the Psalm in the cave then sing the song to the community.	Show and explain the pictures to the community group then sing the song.	Teach the above song to the whole class and choose a group in the community to share it with.
WRAP UP QUESTION How do you see God in this story?					

THEME Stories of David **STORY** A God-led Life **BIBLE** 1 Samuel 23:1-13 **UABS Vol** 4-1-7 **PAGES** 31-33

MEMORY VERSE 1 Samuel 23:2 “David inquired of the Lord, ‘Shall I go and smite the Philistines?’ And the Lord said, ‘Go and smite them.’”

FOCUS Always Follow God’s Leading. **FOCUS QUESTIONS** Who is the leader among your friends? Why?

OUTCOMES	TEACHING STRATEGIES				
At the end of this story students will:	Talking/Writing	Ordering	Touching/Making	Looking/Seeing	Musical/Hearing
 <p>Know that they can talk to God in prayer. Understand that God wants them to be happy. Know that God answers prayer.</p>	Pretend you are David. Write out a conversation you had with God in this story.	Make a record of what David prayed for or about.	Perform a drama showing David’s prayer life in this story.	Draw a picture of the things David prayed for.	Write a Psalm for David to sing based on this story.
 <p>Accept Jesus as their leader. Pray with trust in God’s answers to their prayers.</p>	Spend time praying each day for people in need.	Make a list of other peoples’ needs and pray for them for a week.	Mime a prayer of what you want God to do for others.	Collect items that represent things you can pray for, for others.	Sing “God answers prayers in the morning…” before commencing a prayer time.
 <p>Decide to tell God’s leading in their lives to others. Pray for the needs of others.</p>	Find out the needs of others and pray for them. Tell them what God has done for you.	Report on the prayers answered. Tell others what God has done for you.	Help to organise a regular prayer meeting time. Tell others what God has done for you.	Help to create decorations for a regular prayer meeting. Tell others what God has done for you.	Help arrange the songs for a prayer meeting. Tell others what God has done for you.
WRAP UP QUESTION How do you see God in this story?					

THEME Stories of David **STORY** A Very Close Shave **BIBLE** 1 Samuel 23:14-28 **UABS Vol** 4-1-8 **PAGES** 34-37

MEMORY VERSE Proverbs 18:24 "A man who wants friends must show himself to be friendly and there is a friend who sticks closer than a brother."

FOCUS True Friendship. **FOCUS QUESTIONS** How do you make new friends?
How would you know a true friend?

OUTCOMES	TEACHING STRATEGIES				
At the end of this story students will:	Talking/Writing	Ordering	Touching/Making	Looking/Seeing	Musical/Hearing
 <p>Relate how you know a true friend. Recognise what true love means.</p>	Talk about what a true friend is. Keep notes.	How long a list can you make of what a true friend does for someone?	Act out many ways people can be true friends.	Draw cartoons of different ways people can be friends.	Create a song about friendship.
 <p>Choose God to be their best friend. Show friendly behaviour to others.</p>	Write a guide on how to be friendly to others.	See if you can organise friendly activities into groups.	Develop a sign to show that God is our best friend.	Create word pictures that show Jesus as your best friend.	Invite others to come and learn the song above.
 <p>Share feelings with others - happy, sad. Serve others with love.</p>	Talk to someone about how they are feeling.	Do a survey to find out who is lonely or sad. Visit with them to make them happy.	Carry out some friendly activities for others. Report on it back at school.	Paint pictures to represent a range of feeling as you talk to someone.	Perform the song above to old folk in the community.
WRAP UP QUESTION How do you see God in this story?					

THEME Stories of David **STORY** Good or Evil **BIBLE** 1 Samuel 24 **UABS** Vol 4-1-9 **PAGES** 38-40

MEMORY VERSE 1 Samuel 24:15 “May the Lord be our judge and decide between us.”

FOCUS To Do Good Always.

FOCUS QUESTIONS Why is it hard to do good to others?
Why is it so hard to do good to our enemies?

OUTCOMES	TEACHING STRATEGIES				
At the end of this story students will:	Talking/Writing	Ordering	Touching/Making	Looking/Seeing	Musical/Hearing
 <p>Know that God will uphold those who do right. Understand that evil won't win.</p>	<p>Imagine you are Saul. Tell how you felt when you saw David with a piece of your coat.</p>	<p>Give reasons why David felt guilty after cutting Saul's robe.</p>	<p>Using body/hand actions retell this story from David's viewpoint.</p>	<p>Find some material and make it like the piece from Saul's robe.</p>	<p>Pretend you are Saul. Write a song about how good David and God are.</p>
 <p>Inspire others to show God's love by their good works. Decide to do good at all times.</p>	<p>Tell others how good God is and what He has done for you.</p>	<p>Think of a number of good works that they can do for others – especially those that have been unkind to them.</p>	<p>Make some gifts to give to those who have been unkind to them.</p>	<p>Use this material to tell someone else how good David was to Saul.</p>	<p>Arrange a group of songs to be sung. Invite old folks in to hear the songs sung to them. Give them some nice food to eat as well.</p>
 <p>Perform some kindness to someone who has not been kind to them.</p>	<p>Share some kind words of praise and encouragement to a leader in the village.</p>	<p>Carry out one or two of the acts listed above.</p>	<p>Do some work for folk who have been unkind to the school.</p>	<p>Use the material as an example when showing someone how good God is.</p>	<p>Sing the song in AY's</p>
<p>WRAP UP QUESTION How do you see God in this story?</p>					

THEME Stories of David **STORY** Brave, Beautiful Abigail **BIBLE** I Samuel 25;1-42 **UABS Vol** 4-1-10 **PAGES** 41-45

MEMORY VERSE I Samuel 25:32 "Blessed be the Lord of Israel, who has sent you this day to meet me."

FOCUS Don't be afraid to do good. **FOCUS QUESTIONS** What would you do to those who are known as trouble-makers in school?

OUTCOMES	TEACHING STRATEGIES				
At the end of this story students will:	Talking/Writing	Ordering	Touching/Making	Looking/Seeing	Musical/Hearing
 <p>Relate how Jesus loves us. Demonstrate good works in the story.</p>	Write down what Nabal was thinking and write down what Abigail was thinking.	Make a list of the food Abigail brought. How much would it cost in your village?	Using mime describe the actions of Abigail and Nabal.	Draw a picture of the food Abigail brought.	Write a poem about Abigail's generosity and how it is like Jesus' love.
 <p>Show love toward strangers. Choose to do well no matter what happens.</p>	Tell about how you could show love toward strangers.	How many different acts of kindness can you do at school?	Make stick models of people doing kind things for strangers.	Create a series of posters entitled "Loving a Stranger." Have a list of ideas on showing love and getting to know them.	Write and sing a song about loving strangers.
 <p>Serve others by giving a hand. Follow up the good works you have seen.</p>	Be prepared to help immediately you see a need.	Do some of the kind acts and report on the reaction to them.	Be ready to help anyone at school and report back.	Be ready to help anyone at school. Give them a small picture when you are finished.	Be ready to help anyone at school. Sing while you are helping them.
WRAP UP QUESTION How do you see God in this story?					

THEME Stories of David **STORY** Night Adventure **BIBLE** I Samuel 26:1-27:4 **UABS Vol** 4-1-11 **PAGES** 46-50

MEMORY VERSE Psalm 54:4 “Surely God is my help; the Lord is the one who sustains me.”

FOCUS Believe in Prayer.

FOCUS QUESTIONS Have you ever travelled on the water at night?
How would you prepare for a night trip to a strange place?

OUTCOMES	TEACHING STRATEGIES				
At the end of this story students will:	Talking/Writing	Ordering	Touching/Making	Looking/Seeing	Musical/Hearing
 <p>Relate how David and his men entered Saul’s camp. Know how they plan to get there.</p>	Pretend you are David approaching Saul’s camp. Tell what you hear, what you see, what you feel, what you touch.	Pretend you are Abner. Make a list of all the things you notice different when you wake in the morning.	Show how David and Abner approached and walked through the camp. How are you feeling?	Pretend you are David approaching the camp. Tell what you see.	Pretend you are David approaching the camp. Tell what you hear.
 <p>Decide how to face an enemy. Show respect even for one’s enemies.</p>	Write about David’s secret to being brave. How can we be like that?	List the reasons why David was brave. How can we be like that?	Make a mask showing a brave face. Tell others what bravery means.	Describe what you see people doing to show respect to others.	Write a song about Saul called “Again and Again.”
 <p>Share a strong faith in God with others.</p>	Interview people at church and find out their faith story.	Share the activity above with another class.	Share the mask activity at the market place.	Tell others about your faith in God.	Sing the song “Again and Again” as a special item in church.
WRAP UP QUESTION How do you see God in this story?					

THEME Stories of David **STORY** The Witch of Endor **BIBLE** I Samuel 28 **UABS Vol** 4-1-12 **PAGES** 51-53

MEMORY VERSE 1 Samuel 28:19 “Moreover the Lord will deliver Israel with you into the hands of the Philistines.”

FOCUS Without God there is no hope. **FOCUS QUESTIONS** Have you ever lost something?
How did you find it?

OUTCOMES	TEACHING STRATEGIES				
At the end of this story students will:	Talking/Writing	Ordering	Touching/Making	Looking/Seeing	Musical/Hearing
 <p>Recognise Saul’s mistake.</p>	<p>Explain why Saul had to go to the witch for advice.</p>	<p>Give as many reasons as you can explaining why Saul had to go to the witch for advice.</p>	<p>Act out the reasons Saul could not turn to God for leading.</p>	<p>Draw some cartoons showing why Saul could not turn to God for advice.</p>	<p>Write a song called “Don’t turn your back on God.”</p>
 <p>Believe that when someone dies he is not moving around. Accept Jesus’ instructions.</p>	<p>Using the Bible write out the explanation of what happens when we die.</p>	<p>Using the Bible make up a Bible study covering what happens when we die.</p>	<p>Using cardboard cut out figures and using the Bible explain what happens to a person when they die.</p>	<p>Do a story board explaining from the Bible what happens when we die.</p>	<p>Select a group of songs from the hymn book that would be suitable to sing at a funeral.</p>
 <p>Share with others from the Bible the doctrine on what happens when we die. Share God’s hope for his people when he comes again.</p>	<p>Share this material at the market.</p>	<p>Share this Bible study with someone in the village.</p>	<p>Take these figures to the market and show what happens when we die.</p>	<p>Use the story board to explain what happens when we die at the markets.</p>	<p>Offer to sing at a funeral.</p>
<p>WRAP UP QUESTION How do you see God in this story?</p>					

THEME Stories of David **STORY** Gallant Rescue **BIBLE** Samuel 29:1-30:25 **UABS Vol** 4-1-13 **PAGES** 54-58

MEMORY VERSE I Samuel 30:6 "David found strength in the Lord his God."

FOCUS Do as the Lord says. **FOCUS QUESTIONS** When you disobeyed your parents what happened to you?
How did you feel?

OUTCOMES	TEACHING STRATEGIES				
At the end of this story students will:	Talking/Writing	Ordering	Touching/Making	Looking/Seeing	Musical/Hearing
 <p>Recognise the importance of seeking God's guidance. Tell the story.</p>	Pretend you are David. Explain why you asked God for guidance.	Pretend you are David. List the reasons you asked God for guidance.	Make a model of the town of Ziklag. Now burn it. How did David and his men feel?	Draw a picture of the burnt town of Ziklag.	Make a sound picture for this story. Use voice, body and materials to tell the story.
 <p>Inspire others to be good. Appreciate that following God's plan is the best thing to do.</p>	Write down something you want God to guide you in. Pray about it.	Explain why David asked for God's help. Why was this the best thing to do?	Show why following God is the best plan for your life.	Tell what you see as you choose to follow God's plan for your life.	Create a sound rhythm piece where you follow God's leading.
 <p>Pray and assist others. Serve others faithfully.</p>	Ask for requests for prayer and help from church. Pray for and help them.	Make a list of prayer and help needs. Pray for and help these people.	Help people from church that have a need. Then pray for them.	Help people from church then leave an encouragement card that you have made.	Help people from church then sing a song for them.
WRAP UP QUESTION How do you see God in this story?					

THEME Stories of David **STORY** Saul's Sad End **BIBLE** I Samuel 31:1
1Chronicles 10 **UABS Vol** 4-1-14 **PAGES** 59-60

MEMORY VERSE I Samuel 31:6 “.. And Saul died, his three sons and his men that same day together.”

FOCUS Consequences of turning away from God. **FOCUS QUESTIONS** How would you feel if all your family turned their backs on God and disobeyed Him?
What could you do to bring them back to God?

OUTCOMES	TEACHING STRATEGIES				
At the end of this story students will:	Talking/Writing	Ordering	Touching/Making	Looking/Seeing	Musical/Hearing
 <p>Tell the story. Relate how Saul led the children of Israel. Recall Saul's good and bad works.</p>	<p>Tell of Saul's good times and his bad times.</p>	<p>Make a comparison chart. On one side list all Saul's good qualities. On the other list all his poor qualities.</p>	<p>Make an object symbolising Saul's good qualities. Then another for his poor qualities.</p>	<p>Make a poster outlining Saul's good and bad qualities.</p>	<p>Make a range of musical sounds to represent Saul's good qualities and then his poor qualities.</p>
 <p>Surrender their lives to Jesus. Accept Jesus into their hearts and let him lead out.</p>	<p>Write a letter to Jesus inviting him to lead your life.</p>	<p>Tell Jesus the reason why you want Him to lead your life.</p>	<p>Make a play/drama explaining why we need to accept Jesus as our Saviour and leader.</p>	<p>Prepare a series of cartoons inviting people to accept Jesus as their Saviour.</p>	<p>Write a song that invites people to accept Jesus.</p>
 <p>Testify about Saul's good works. Encourage obedience to God's word.</p>	<p>Organise a mini mission and invite people to accept Jesus.</p>	<p>Send out invitations to the mini mission.</p>	<p>Help set up the furniture and sound equipment for the mini mission.</p>	<p>Make any visual charts for the program.</p>	<p>Organise and present the songs for the program.</p>
<p>WRAP UP QUESTION How do you see God in this story?</p>					

THEME Stories of the Shepherd King **STORY** Man with a Crown **BIBLE** 2 Samuel 1 **UABS Vol** 4-2-1 **PAGES** 63-65

MEMORY VERSE 2 Samuel 1:12 “They mourned for Saul, for his son Jonathan and for the people of God.”

FOCUS True friendship. **FOCUS QUESTIONS** If you heard that your parents had died, who would you want to tell first?
How would you tell them? What would you say?

OUTCOMES	TEACHING STRATEGIES				
At the end of this story students will:	Talking/Writing	Ordering	Touching/Making	Looking/Seeing	Musical/Hearing
 <p>Recall the good times that David and Jonathan had together. Relate their friendship.</p>	Pretend you are David and Jonathan. Move into pairs and talk about all the good times you had together.	Working in pairs, make a list of all the good times David and Jonathan had together.	Working in pairs. Mime some good times David and Jonathan had together.	Using bright colours make titles for some of the good times David and Jonathan had together.	Write a song about David and Jonathan’s friendship.
 <p>Respond to a loss of a good friend. Believe that God will bring them together.</p>	Write down how you feel when you have lost a good friend or they have gone away.	Make a list of how you feel when a friend leaves you.	Using your face and your body, show different ways you feel when a friend leaves you.	Using cartoon faces draw pictures of how you feel when a friend leaves you.	Write a poem about losing a friend.
 <p>Share good works with others. Develop what is useful from their relationship.</p>	Write a card of encouragement and share with someone in the village.	Spend time with a person who has lost a friend.	Do some work for someone who has lost a friend.	Do some work for someone who has lost a friend.	Share this poem with someone who has lost a friend.
WRAP UP QUESTION How do you see God in this story?					

THEME Stories of the Shepherd King **STORY** Field of Strong Men **BIBLE** 2 Samuel 2:1-3:1 **UABS Vol** 4-2-2 **PAGES** 66-68

MEMORY VERSE 2 Samuel 2:17 “..And there was a very fierce battle that day...”

FOCUS Listening to God.

FOCUS QUESTIONS Have you heard God’s voice?
How do you know His voice?

OUTCOMES	TEACHING STRATEGIES				
At the end of this story students will:	Talking/Writing	Ordering	Touching/Making	Looking/Seeing	Musical/Hearing
 <p>Tell the part of the story they like best. Demonstrate how the people welcomed David and his men back home.</p>	Prepare a welcome speech for David and his men.	Organise a welcome home party for David and his men.	Act out a play of David returning home.	Make some yellow ribbons and hang them on trees. Tell the story of David’s return.	Write a welcome home Psalm for David and his men.
 <p>Believe in the help of God. Choose to listen to God’s voice at all times.</p>	By yourself, choose a place where you can go and talk to Jesus and listen to his voice.	Make up a set of instructions on how to pray.	Go for a walk outside. As you walk, talk with Jesus.	Find a place to talk to Jesus and tell him about all the beautiful things you see around you.	Find a place to talk to Jesus and tell him about all the lovely sounds you can hear.
 <p>Welcome someone home.</p>	Prepare a welcome speech for someone who has returned.	Be the organisers for a welcome home party.	Help set up a party for someone coming home.	Help with the decorations for the welcome home party.	Help provide the music for the welcome home party.
WRAP UP QUESTION How do you see God in this story?					

THEME Stories of the Shepherd King **STORY** Two Mean Tricks **BIBLE** 2 Samuel 3; 4 **UABS** Vol 4-2-3 **PAGES** 69-72

MEMORY VERSE James 1:2 “Consider it pure joy, my brothers, whenever you face trials of many kinds.”

FOCUS To Win by favour.

FOCUS QUESTIONS How would you feel if the person you loved has died?
What should you do?

OUTCOMES	TEACHING STRATEGIES				
At the end of this story students will:	Talking/Writing	Ordering	Touching/Making	Looking/Seeing	Musical/Hearing
 <p>Recognise that David had a heart of forgiveness towards Abner. Relate the causes and effect.</p>	<p>Explain how David could forgive Abner.</p>	<p>Explain the steps in being able to forgive.</p>	<p>Explain how we show forgiveness.</p>	<p>Show in two columns the causes and effects in this story.</p>	<p>Write a song about forgiveness.</p>
 <p>Respond positively when things go wrong. Surrender their lives to Jesus.</p>	<p>Write about how to be positive when things go wrong.</p>	<p>Make a chart on “How to stay happy when things go wrong.”</p>	<p>Create a play that shows how to stay happy when things go wrong.</p>	<p>Make a poster about responding with gladness when things go wrong.</p>	<p>Make a range of happy sounds and words. Use these to demonstrate a response to wrong sounds or words.</p>
 <p>Share a moment of sympathy with those who mourn.</p>	<p>Write and present a sympathy card to someone who is mourning.</p>	<p>Make a time to talk to someone who is mourning.</p>	<p>Make a beautiful picture or card for someone who is mourning.</p>	<p>Go and visit someone who is mourning and give them the picture or card.</p>	<p>Be prepared to sing a song of hope to someone who is mourning.</p>
<p>WRAP UP QUESTION How do you see God in this story?</p>					

THEME Stories of the Shepherd King **STORY** David Crowned King **BIBLE** 2 Samuel 5:1-5
1 Chronicles 11:1-3; 11:10; 12:40 **UABS Vol** 4-2-4 **PAGES** 73-77

MEMORY VERSE 2 Samuel 5:2 "...You will shepherd my people Israel, and you will become their ruler."

FOCUS A Reward for Obeying.

FOCUS QUESTIONS How do you feel when you obey your parents?
What happens to you when you disobey?

OUTCOMES		TEACHING STRATEGIES				
At the end of this story students will:		Talking/Writing	Ordering	Touching/Making	Looking/Seeing	Musical/Hearing
	Retell the part of the story they like the best. Understand why David was chosen as King.	Pretend you are a tribal head man. Explain why you choose David as King.	Make a tally of the tribes from the greatest to the least.	Make a crown for David. Put symbols on it to explain how God has led King David.	Create a coronation flag. Put symbols on it to show what David believed.	Write a national anthem for the Children of Israel.
	Show an attitude of happiness at all times. Believe that they have been chosen by God.	Write a program for the final day of the coronation.	Try to calculate the food requirements for one day of partying.	Act out the coronation. Use the crown and flag from the other group.	Produce a coronation portrait of King David. Find a suitable Bible text to go with it.	Perform the national anthem for the coronation.
	Produce a program for the coronation. Demonstrate the coronation ceremony.	Prepare the speeches for the coronation.	Make a list of what will be needed for the coronation and run the program.	Make the props necessary for the coronation.	Make the necessary decorations.	Provide the necessary music for the program.
WRAP UP QUESTION How do you see God in this story?						

THEME Stories of the Shepherd King **STORY** Jebus Becomes Jerusalem **BIBLE** 2 Samuel 5:6-25 **UABS Vol** 4-2-5 **PAGES** 77-81
 1 Chronicles
 11:4-9; 14:1-17

MEMORY VERSE 2 Samuel 5:10 “He became more and more powerful, because the Lord God Almighty was with him.”

FOCUS Growing in God.

FOCUS QUESTIONS How does a person grow?
 What makes him/her grow?

OUTCOMES	TEACHING STRATEGIES				
At the end of this story students will:	Talking/Writing	Ordering	Touching/Making	Looking/Seeing	Musical/Hearing
 <p>Tell what it is that makes David popular? Tell why God chose David as the next King.</p>	<p>What qualities does David have that draw people to him as King?</p>	<p>Draw a plan of Jebus' fortress. Show the water tunnel used to enter the city.</p>	<p>Make a model of the balsam trees with David's army hiding underneath.</p>	<p>Make a model of Jerusalem that David built. Use mud, stones, sand, sticks and other materials.</p>	<p>Write a victory Psalm for David praising God for leading the battle from the Balsam tree tops.</p>
 <p>Choose to walk with God at all times. Show God's power by doing his will.</p>	<p>Explain how we can walk with God and follow His will.</p>	<p>List the times that David relied on God for direction.</p>	<p>Show how and why the army moved when they heard the troops in the tops of the tree.</p>	<p>Make a poster encouraging others to follow God's leading.</p>	<p>Put this Psalm to a tune.</p>
 <p>Share responsibilities when tasks are given. Follow the commands given by God.</p>	<p>Practise saying “Can I help you?” to people in need.</p>	<p>List names of people who are in need in your community and look for ways to help them.</p>	<p>Go out and help someone without being asked.</p>	<p>Show the poster to someone and tell the story.</p>	<p>Make cards to give to the students encouraging them to follow God.</p>
<p>WRAP UP QUESTION How do you see God in this story?</p>					

THEME Stories of the Shepherd King **STORY** The Sacred Chest Comes Home **BIBLE** 2 Samuel 6:1-19 **UABS Vol** 4-2-6 **PAGES** 82-85
 1 Chronicles 13;
 15:1-28; 16:1-36

MEMORY VERSE 2 Samuel 6:15 “So David and all the house of Israel brought the Ark of the Lord with shouting and with sound of the trumpet.”

FOCUS Caring for God’s property.

FOCUS QUESTIONS What is the best way to keep something safe in your house?
 How would you care/keep something that was precious to you?

OUTCOMES	TEACHING STRATEGIES				
At the end of this story students will:	Talking/Writing	Ordering	Touching/Making	Looking/Seeing	Musical/Hearing
 <p>Understand why David and the Israelites brought the ark back. Demonstrate how they brought the ark back.</p>	<p>Explain why David wanted the ark back in Jerusalem.</p>	<p>List as many reasons why David wanted the ark back in Jerusalem.</p>	<p>Make a model of the ark and the ox-cart and oxen.</p>	<p>Print in bright colours some rules for moving the ark.</p>	<p>Put the words of 1 Chronicles 16:23-27 to music.</p>
 <p>Appreciate the good that was carried out. Decide to work together to strengthen each other.</p>	<p>Write about what you would have to give up to be part of the second procession.</p>	<p>Give instructions for the different people needed to move the ark.</p>	<p>Explain using your model how people worked together to move the ark.</p>	<p>Give a description of what you see as the ark nears Jerusalem.</p>	<p>Give a description of what you hear as the ark nears Jerusalem.</p>
 <p>Give instructions on how to carry the ark. Share the responsibility to make the work easier.</p>	<p>Give instructions to a group on how to get a task done.</p>	<p>Make a set of instructions for getting a job done.</p>	<p>Work together to get a job done.</p>	<p>Use illustrations to explain how to get a job done.</p>	<p>Sing some songs together while working to get a job done.</p>
<p>WRAP UP QUESTION How do you see God in this story?</p>					

THEME Stories of the Shepherd King **STORY** Sitting with the Lord **BIBLE** 2 Samuel 7:1-29 **UABS** Vol 4-2-7 **PAGES** 86-88
 1 Chronicles 17:1-27

MEMORY VERSE 2 Samuel 7:16 "...and your house and your kingdom shall be established forever before you..."

FOCUS Talking with God.

FOCUS QUESTIONS How often do you talk with your friends?
 What do you talk about?

OUTCOMES	TEACHING STRATEGIES				
At the end of this story students will:	Talking/Writing	Ordering	Touching/Making	Looking/Seeing	Musical/Hearing
 <p>Recognise the importance of having time with God. Relate the useful time in the story.</p>	<p>Group discussion on where and when do you spend time with God. Write a prayer to God.</p>	<p>Draw up your timetable for the day. Highlight the time you spend with God. Write a prayer to God.</p>	<p>Prepare a place where you can spend time with God. Write a prayer to God.</p>	<p>Tell what your place looks like where you spend time with God. Write a prayer to God.</p>	<p>Tell what you hear in your place when you spend time with God. Write a prayer to God.</p>
 <p>Choose a best time with God. Make a commitment to spend regular time with God.</p>	<p>Write out a commitment to God to spend time with Him daily.</p>	<p>Write up prayer requests on a chart and tick when the prayer is answered.</p>	<p>Make up an object that will remind you to spend time with God.</p>	<p>Decorate a commitment card to spend time with God. Decorate a prayer corner in the classroom.</p>	<p>Choose some words from Psalms to go around the outside of your commitment card.</p>
 <p>Tell others what happens when spending time with God. Share testimony.</p>	<p>Tell someone else what you enjoy about your time with God.</p>	<p>Write in point form and share with someone else what you enjoy about your time with God.</p>	<p>Show the object you made and tell how it reminds you to spend time with God.</p>	<p>Show your commitment card to others and encourage them to spend time with God.</p>	<p>Sing hymns on prayer.</p>
<p>WRAP UP QUESTION How do you see God in this story?</p>					

THEME Stories of the Shepherd King **STORY** The Kindness of God **BIBLE** 2 Samuel 9:1-13; 4:4 **UABS Vol** 4-2-8 **PAGES** 89-92

MEMORY VERSE 2 Samuel 9:7 “David said, Fear not for I will show you kindness ...and you shall eat bread at my table continually.”

FOCUS Kindness pays.

FOCUS QUESTIONS Do you have enemies? Does your family have any enemies? Why?
How do you feel towards these people?

OUTCOMES	TEACHING STRATEGIES				
At the end of this story students will:	Talking/Writing	Ordering	Touching/Making	Looking/Seeing	Musical/Hearing
 <p>Relate Mephibosheth's feeling when he was told to see the king. Understand the relationship between King David and Jonathan.</p>	Pretend you are Mephibosheth. What feelings are you experiencing as you come to the King?	Outline why Mephibosheth thought David wanted to kill him.	Mime different expressions using your face and hands as you come to the King.	Draw the look on Mephibosheth's face when he approaches the King.	Tell what you think Mephibosheth heard as he approached the King.
 <p>Accept the invitation as if it was from God. Understand the place of humility in their lives.</p>	Tell God that you accept His invitation.	Tell God the reasons why you want to accept His invitation.	Make a pair of crutches. Hold these like Mephibosheth as you accept God's invitation.	Create an invitation from God to follow Him then sign it.	Write a song of thanks for Mephibosheth.
 <p>Perform an act of kindness to a forgotten person. Share the promises David and Jonathan had.</p>	Tell someone the story of Mephibosheth. Explain how it is like God inviting them to come to Him.	Find someone to be kind to. Tell them the story of Mephibosheth. Invite them to accept God's invitation. Invite them to church and later to lunch.	Visit a crippled person in the community and spend time with them.	Find someone to be kind to. Share a commitment card with them while telling the story of Mephibosheth.	Find someone to be kind to. Share your song with them then ask them to accept God's invitation.
WRAP UP QUESTION How do you see God in this story?					

THEME Stories of the Shepherd King **STORY** An Unfriendly Neighbour **BIBLE** 2 Samuel 10:1-19 **UABS Vol** 4-2-9 **PAGES** 93-95
 1 Chronicles 19:1-19

MEMORY VERSE 2 Samuel 10:12 Be of good courage and let us fight bravely for our people and the cities of our God. The Lord will do what is good in His sight”

FOCUS Be courageous. **FOCUS QUESTIONS** Have you ever been mistreated?
 How did you feel?

OUTCOMES	TEACHING STRATEGIES				
At the end of this story students will:	Talking/Writing	Ordering	Touching/Making	Looking/Seeing	Musical/Hearing
 <p>Tell the story. Demonstrate how the Ammonites treated David's messengers.</p>	<p>Pretend you are one of David's men. How did you feel about the treatment of the Ammonites?</p>	<p>Explain what you think might have happened if the servants had reacted differently.</p>	<p>Mime how you felt on the way back from Ammon.</p>	<p>Draw a picture of the faces with half their beards cut off.</p>	<p>Share some of the sounds you heard on the way back from Ammon.</p>
 <p>Show courage when choosing to stand up for God. Believe the King's command and do it.</p>	<p>Tell how you can be courageous for God today.</p>	<p>Make a list of how you can stand bravely for God.</p>	<p>Show, act out how you can be courageous when you stand for God.</p>	<p>Make a poster showing how to be brave for God.</p>	<p>Write a poem on how to be courageous for God.</p>
 <p>Serve with courage, not fear.</p>	<p>Write a letter of encouragement to a discouraged person.</p>	<p>Share God's love to a person in the school or community.</p>	<p>Visit your church leaders and pray for them.</p>	<p>Create care cards and give it out to unfortunate students.</p>	<p>Sing a song about God's love to a village person.</p>
<p>WRAP UP QUESTION How do you see God in this story? Go and tell a community person about God's</p>					

THEME Stories of the Shepherd King **STORY** A Shadow Falls **BIBLE** 2 Samuel 11:1-27 **UABS** Vol 4-2-10 **PAGES** 96-98

MEMORY VERSE Psalm 55:23 "...blood thirsty and deceitful men will not live out half their days. But as for me, I trust in you."

FOCUS One mistake will often lead to another when we try to cover it up. **FOCUS QUESTIONS** What do you do when you are found out for something wrong that you have done?
What makes a person's face unhappy?

OUTCOMES	TEACHING STRATEGIES				
At the end of this story students will:	Talking/Writing	Ordering	Touching/Making	Looking/Seeing	Musical/Hearing
 <p>Recall the causes of failure. Recognise some effective solutions to be used.</p>	In groups discuss David's weaknesses in the story.	Write down as many reasons for why David sinned. Show how one wrong led to another.	Act out how Joab felt when he received the letter from Uriah.	Draw a comic strip using cartoons to show how one sin led to another.	Make musical sounds to the mood created after David's sin.
 <p>Choose to always do good. Believe in doing good to others.</p>	Write some possible solutions to David's weaknesses.	List ways to be a winner not a loser for God.	Mime doing good acts for others.	Create a poster "How to win the spiritual battle."	Sing the song, "Stand up stand up for Jesus." Hymn 618
 <p>Show kindness and love to others.</p>	Go to a friend and say sorry for a mistake you did to them.	Tell someone else how to be faithful to God.	Act as a counsellor to younger students and help them make the right choice.	Pin the posters around the school building.	Sing to someone who needs encouragement to stand for God.
WRAP UP QUESTION How do you see God in this story?					

THEME Stories of the Shepherd King **STORY** David's Repentance **BIBLE** 2 Samuel 12:1-13 **UABS Vol** 4-2-11 **PAGES** 99-102

MEMORY VERSE 1 John 1:9 "...If we confess our sins he is faithful and just to forgive us our sins."

FOCUS Forgiveness. **FOCUS QUESTIONS** What does confession mean?
Is it easy or hard to confess that you're wrong?

OUTCOMES	TEACHING STRATEGIES				
At the end of this story students will:	Talking/Writing	Ordering	Touching/Making	Looking/Seeing	Musical/Hearing
 <p>Know that God was pleased when David confessed his sin. Relate how David confessed his sin before God.</p>	<p>Pretend you are David. What is going through your mind as you listen to Nathan's story?</p>	<p>How many different ways did David say he was sorry?</p>	<p>Act out David's confession to God.</p>	<p>Draw David's face as Nathan tells him he is the one.</p>	<p>What sounds do you hear as David confesses to God? Make these sounds also.</p>
 <p>Accept the consequences of sin as we seek God's forgiveness. Surrender their lives to Jesus for a better one.</p>	<p>Choose some verses from Psalm 51 and tell what they mean.</p>	<p>Re-write Psalm 51 in your own words and use local illustrations.</p>	<p>Choose some verses from Psalm 51 and act out their meaning.</p>	<p>Choose some verses from Psalm 51 and illustrate them.</p>	<p>Choose some verses from Psalm 51 and put them to music.</p>
 <p>Share with others how to forgive and to be forgiven.</p>	<p>Explain to someone 1 John 1:9</p>	<p>Explain the steps in forgiveness and repentance 1 John 1:9.</p>	<p>Share this play at AY's or Sabbath School or church.</p>	<p>Prepare diagrams to show how to forgive and repent from 1 John 1:9.</p>	<p>Share these verses with someone.</p>
<p>WRAP UP QUESTION How do you see God in this story?</p>					

THEME Stories of the Shepherd King **STORY** A Very Bad Young Man **BIBLE** 2 Samuel 13:23-15:30 **UABS Vol** 4-2-12 **PAGES** 103-106

MEMORY VERSE 2 Samuel 15:23 “The whole countryside wept aloud as all the people passed by.”

FOCUS Pride hides a blessing from God. **FOCUS QUESTIONS** What does it sound like at a funeral? Why are the people so sad?
How would you feel if all your friends left you?

OUTCOMES	TEACHING STRATEGIES				
At the end of this story students will:	Talking/Writing	Ordering	Touching/Making	Looking/Seeing	Musical/Hearing
 <p>Understand that doing wrong will be punished. Recall some of the bad behaviour in the story.</p>	Describe the results of Absalom’s wrong behaviour.	List the wrong behaviour and the results in Absalom’s life.	Make a play of the people meeting with Absalom at the city gates.	Draw a picture of Absalom. Write a statement comparing his good looks with his heart.	Using body movements make the sound of the people leaving Jerusalem.
 <p>Recognise that only God makes right judgement. Believe that God is a loving God.</p>	Compare Absalom’s appearance with what God saw in Absalom’s heart.	On a chart show the wrong characteristics of Absalom’s heart.	Make an object as a symbol of what was inside Absalom's heart.	Pretend you are God looking at Absalom’s heart. Tell what you see.	Compose a Psalm for David reassuring him as he flees from his son.
 <p>Show gratitude to others.</p>	Prepare a short speech of appreciation to the Principal.	Prepare a card listing what you are grateful for in the pastor’s life. Give it to him.	Make a small gift of thanks for your parents.	Prepare a picture and give it as a gift of appreciation to the elders.	Prepare a special item and sing it as a thankyou song to your pastor.
WRAP UP QUESTION How do you see God in this story?					

THEME Stories of the Shepherd King **STORY** Two Boys in a Well **BIBLE** 2 Samuel 15:24-27; 16:15; 17:22 **UABS Vol** 4-2-13 **PAGES** 107-108

MEMORY VERSE 2 Samuel 15:25 “Then the King said to Ado “Take the ark of God back into the city.”

FOCUS God never ignores his people.

FOCUS QUESTIONS How do you make friends?
Imagine you are in a new place, how would you make a friends?

OUTCOMES	TEACHING STRATEGIES				
At the end of this story students will:	Talking/Writing	Ordering	Touching/Making	Looking/Seeing	Musical/Hearing
 <p>Relate the feelings in the story. Recall a time when they were scared.</p>	Choose to be one of the people in this story. Tell how you feel.	List the different feelings of the people in this story.	Choose different people in this story. Make different facial expressions to show how they felt.	Choose a person in the story. Draw their face to show how they are feeling in this story.	Choose to be one of the people in this story. Tell what you hear as the story unfolds.
 <p>Believe that God will never leave His people. Appreciate what has been offered to you.</p>	Write about the evidences that God never left David or his people.	Give reasons to show that God never left his people.	Make a large message board with the words “God will never leave His people.”	When we say God won’t leave his people, describe what this looks like.	Create a song about God never leaving us.
 <p>Write a letter of thanks to leaders in your church.</p>	Prepare a speech of appreciation for your Pastor.	Send a note of appreciation to your Mission President. List what you appreciate about him.	Make a gift for the church elders and thank them for their work.	Give a picture gift to the Sabbath School Leaders and thank them for their work,	Sing a special item for all the parents at church and thank them for their faithfulness.
WRAP UP QUESTION How do you see God in this story?					

THEME Stories of the Shepherd King **STORY** Caught in a Tree **BIBLE** 2 Samuel 17:27-18:33 **UABS** Vol 4-2-14 **PAGES** 109-112

MEMORY VERSE 2 Samuel 22:2 “For I have kept the ways of the Lord, I have not done evil by turning from my God.”

FOCUS Result of pride.

FOCUS QUESTIONS Have you ever fallen from a tree?
What happened? How did you feel?

OUTCOMES	TEACHING STRATEGIES				
At the end of this story students will:	Talking/Writing	Ordering	Touching/Making	Looking/Seeing	Musical/Hearing
 <p>Understand the cause of Absalom’s death. Recall Absalom’s attitudes towards his father.</p>	Explain why you think Absalom died this way.	Tell of the reasons you can think of that led to Absalom’s death.	Act out the two runners and the messages they carried.	When you think of Absalom’s life what do you see?	As Absalom is hanging in the tree, what do you think he is saying?
 <p>Choose not to be proud of who you are? Accept your father’s decisions.</p>	Talk about how we can be humble.	Write down the benefits of being humble.	Create a drama that shows the difference between pride and humility.	Show the class how to be humble.	Write a poem about being humble.
 <p>Be a faithful messenger.</p>	Prepare a message from God for the school.	Tell someone else what it takes to be a faithful messenger for God.	Present an object to the church to remind them of God’s message to them.	Show the church what it takes to be a faithful messenger for God.	Sing a song about the Cushite, the faithful messenger.
WRAP UP QUESTION How do you see God in this story?					

THEME Stories of the Shepherd King **STORY** Angel Over Jerusalem **BIBLE** 2 Samuel 19:24-30; 22:2-33; 24:1- 25; 1 Chronicles 21:1-27 **UABS** Vol 4-2-15 **PAGES** 113-116

MEMORY VERSE 2 Samuel 24:14 “Let us fall now into the hands of the Lord for his mercies are great.”

FOCUS Never Doubt God. **FOCUS QUESTIONS** What makes you doubt?

OUTCOMES	TEACHING STRATEGIES				
At the end of this story students will:	Talking/Writing	Ordering	Touching/Making	Looking/Seeing	Musical/Hearing
 <p>Tell how God helped David when David was not faithful to him. Recall some caring attitudes in the story.</p>	Pretend you are David. Explain why you want to count up the army you have.	Pretend you are Joel. List all the reasons you can think of for not taking the census.	Act out David as he realised he had made a mistake.	Pretend you are the Angel of the Lord. Write down what you see.	Choose five key words in 2 Samuel 22 and set them to music.
 <p>Choose to listen to God before you take action.</p>	Write about why we need to listen to God first.	How many reasons can you think of for listening to God before you act?	Create a play about what David should have done.	Create a poster based on Proverbs 3:5, 6	Set Proverbs 3:5, 6 to music.
 <p>Help others to trust in God.</p>	Encourage someone to trust God.	Share with someone the reasons for why they can trust God.	Share a play about trusting God more.	Create a picture to help you help others trust in God more.	Share your song from 2 Samuel 22 with a small group.
WRAP UP QUESTION How do you see God in this story?					

THEME Stories of Solomon **STORY** The Interrupted Party **BIBLE** 1 Kings 1:5-49 1 Chronicles 22:2-5 **UABS** Vol 4-3-1 **PAGES** 119-123

MEMORY VERSE 1 Kings 1:49 "...and all the guests were afraid and rose up and went every man his way."

FOCUS The price of ungodly ambition.

FOCUS QUESTIONS What makes a person popular?
How would you feel if you were appointed as a leader?

OUTCOMES	TEACHING STRATEGIES				
At the end of this story students will:	Talking/Writing	Ordering	Touching/Making	Looking/Seeing	Musical/Hearing
 <p>Recall the purpose of the party. Demonstrate how the party was held.</p>	Write down what you think Adonijah was going to do as the new King.	If there were 500 people at Adonijah's party work out how much food and drink you would need.	Pretend you are proud Adonijah. Act proudly.	Draw a picture to represent pride.	Create the music that you think would be at Adonijah's party.
 <p>Always act with humility. Show respect and support the leader.</p>	Write down how you think Solomon would behave as the new king.	Make a comparison between pride and Adonijah, and humility and Solomon.	Pretend you are Solomon. Act with humility.	Draw a picture to represent humility.	What sort of music was played at Solomon's parade?
 <p>Tell others the truth at all times. Serve others with love and compassion.</p>	Write up how you could serve others with love and compassion. Choose one idea and carry it out.	List ways you could serve others. Choose one of them and do it.	Find someone in the community to go and help.	Find someone in the community to help.	Find a lonely person and present a bracket of songs to them.
WRAP UP QUESTION How do you see God in this story?					

THEME Stories of Solomon **STORY** David's Glorious Farewell **BIBLE** 1 Chronicles 28:1-29:20 **UABS** Vol 4-3-2 **PAGES** 124-129

MEMORY VERSE 1 Chronicles 28:8 "...Be careful to follow all the commands of the Lord your God."

FOCUS Serve God to the very best. **FOCUS QUESTIONS** Who would you want to give your best clothes to? Why?

OUTCOMES	TEACHING STRATEGIES				
At the end of this story students will:	Talking/Writing	Ordering	Touching/Making	Looking/Seeing	Musical/Hearing
 <p>Relate why the leaders obeyed David's order even though he was old. Recall why David wanted Solomon to reign before he died.</p>	<p>You have just received a call to go meet King David. Share your feelings about this meeting.</p>	<p>You have just been called to David's meeting. Explain why you want to go.</p>	<p>You have just been called to David's meeting. Act out your feelings at receiving this information.</p>	<p>Tell what you see as you come to the meeting with David.</p>	<p>Write a tune to match the song of praise that David sang to God.</p>
 <p>Surrender to God's plan for your life. Show appreciation for all that God has done for us.</p>	<p>Tell about the plan God has for your life. How is it like the plan for David's temple?</p>	<p>Make a thank you list for all that God has done for you this last week.</p>	<p>Model some clay or wood or plasticine to show what you think God's plan for your life is.</p>	<p>Paint a picture of all the good things God has done for, or given you.</p>	<p>Create a thank you song to God for all the good things he has done for you.</p>
 <p>Give generously towards a project to help others.</p>	<p>Decide on a class project to help others. Use your learning style to help raise money for this project and then work together to carry it out.</p>				
<p>WRAP UP QUESTION How do you see God in this story?</p>					

THEME Stories of Solomon **STORY** Solomon's Prayer for Wisdom **BIBLE** 1 Kings 3:4-15 **UABS Vol** 4-3-3 **PAGES** 130-133
 1 Chronicles 29:21-25

MEMORY VERSE 1 King 3:9 "Give your servant an understanding heart to judge your people that I may discern between good and evil."

FOCUS Asking for wisdom from God. **FOCUS QUESTIONS** Have you prayed for your enemy?
 What do you usually ask God for?

OUTCOMES	TEACHING STRATEGIES				
At the end of this story students will:	Talking/Writing	Ordering	Touching/Making	Looking/Seeing	Musical/Hearing
 <p>Understand the importance of prayer. Know what to ask from God.</p>	<p>Write out a prayer to God asking for important things like Solomon did.</p>	<p>Make a list of important things we could ask God for that would please Him.</p>	<p>Act out as a freeze frame mime some of the important things you would like to ask God for.</p>	<p>Tell about the life of a person you see who has asked God for important things.</p>	<p>Write a poem called "Important God Things."</p>
 <p>Recognise that God's love is unselfish. Decide to follow God's footprints.</p>	<p>Tell the class what you think would be in each of God's important footprints.</p>	<p>How many footprints would we need to hold God's important things?</p>	<p>Walk around the classroom. At each step tell an important thing you could ask God for.</p>	<p>Draw some large footprints. On each one, write an important thing you could ask God for. Display these footprints on the wall.</p>	<p>List the important words of things you have asked God for. Now march to the rhythm of these words.</p>
 <p>Tell others about the power of prayer. Serve God in prayer.</p>	<p>Tell someone else about the important things we should ask God for.</p>	<p>Tell the story of Solomon's prayer to a community person. Share your list from the top activity with them.</p>	<p>Make cardboard feet. Write the important things on them. Give them to people in the community and tell the story of Solomon.</p>	<p>Make a poster sharing the important things to thank God for. Display it at church.</p>	<p>Read your poem out in church at AY's or Sabbath School. Tell them the story of Solomon.</p>
<p>WRAP UP QUESTION How do you see God in this story?</p>					

THEME Stories of Solomon **STORY** Dividing a Baby **BIBLE** 1 Kings 3:16-28 **UABS Vol** 4-3-4 **PAGES** 134-136

MEMORY VERSE 1 Kings 3:28 "...They feared the king for they saw the wisdom of God was with him to do justice."

FOCUS God's Wisdom.

FOCUS QUESTIONS Why do you always go to school?
How does the teacher check the children's performance?

OUTCOMES	TEACHING STRATEGIES				
At the end of this story students will:	Talking/Writing	Ordering	Touching/Making	Looking/Seeing	Musical/Hearing
 <p>Understand that wisdom is God's gift. Relate the part of the story they like best.</p>	Retell this story especially the part you like.	Break this story into sections. How many are there? Which do you like best?	Show the different faces of the ladies as the story unfolds.	Draw the expressions on the ladies faces as the story unfolds.	Tell what you hear happening as this story unfolds.
 <p>Decide to tell the truth all the time. Respond positively to justice.</p>	Write about why we should be honest all the time.	How many reasons can you give for being honest?	Act this story out emphasising the place of honesty.	Make an honesty pledge card for children to sign.	Write a poem about the need to be honest all the time.
 <p>Serve with fair judgement. Share the gift of wisdom.</p>	Write out neatly the proverbs selected.	Select 10 proverbs of wisdom to go into the box.	Make a proverbs box to share with the community.	Decorate the proverbs written out.	Put some of the proverbs to a tune.
WRAP UP QUESTION How do you see God in this story?					

THEME Stories of Solomon **STORY** Israel's Happiest Days **BIBLE** 1 Kings 4:20-5:18 **UABS Vol** 4-3-5 **PAGES** 137-139

MEMORY VERSE 1 Kings 5:7 "Blessed be the Lord this day, who has given to David a wise son over this great people."

FOCUS A Wise Man's Directions.

FOCUS QUESTIONS When you have been in trouble, has your best friend stayed with you?
How would you feel if your best friend left you when you were in trouble?

OUTCOMES	TEACHING STRATEGIES				
At the end of this story students will:	Talking/Writing	Ordering	Touching/Making	Looking/Seeing	Musical/Hearing
 <p>Recall the Israelites past experiences. Relate the feelings after fighting.</p>	<p>From the Bible stories try to find how many battles Israel had been fighting.</p>	<p>Make a list of all that Solomon assembled for the building of the temple.</p>	<p>Use mime to show the different activities needed to get everything ready for the temple.</p>	<p>Pretend you are a child sitting and watching. Tell what you see happening.</p>	<p>Using your body, make sounds to mimic the work done in preparation for the temple building.</p>
 <p>Decide to commit their lives to Jesus.</p>	<p>Write a letter to Jesus telling Him you have decided to commit your life to Him.</p>	<p>Write a letter to Jesus listing the reasons why you want to give your life to Him.</p>	<p>Move amongst the students in class and ask if they would like to follow Jesus.</p>	<p>Make a chart for children to sign who have decided to follow Jesus.</p>	<p>Sing hymn 314 "Just as I am."</p>
 <p>Share the responsibilities. Appreciate the leading of a leader in the community or church.</p>	<p>Prepare a speech of appreciation for a community or church leader.</p>	<p>Make a list to share with a church or community leader of why they are appreciated.</p>	<p>Make a gift of appreciation for a church or community leader.</p>	<p>Draw a picture as a gift of appreciation for a church or community leader.</p>	<p>Practise a song to be sung as a special item of appreciation for a community or church leader.</p>
<p>WRAP UP QUESTION How do you see God in this story?</p>					

THEME Stories of Solomon **STORY** Hiram, the Brass Caster **BIBLE** 1 Kings 7:13-46 **UABS Vol** 4-3-6 **PAGES** 140-142
 2 Chronicles 2:7-18; 3:15-4:7

MEMORY VERSE 2 Chronicles 2:6 "But who is able to build a temple for him since the...highest heavens cannot contain him?"

FOCUS A skilful man. **FOCUS QUESTIONS** Have you ever seen a house built?
 How do the builders build it? Tell what you saw.

OUTCOMES	TEACHING STRATEGIES				
At the end of this story students will:	Talking/Writing	Ordering	Touching/Making	Looking/Seeing	Musical/Hearing
 <p>Recognise the skills Hiram had. Demonstrate how he worked.</p>	<p>Tell the class about all the things that Hiram could do.</p>	<p>Make a list of all the tasks Hiram could do.</p>	<p>Using clay or dirt or wet sand, make some of the things that Hiram made.</p>	<p>Draw the objects that Hiram made.</p>	<p>Using your hands, make the sounds of the work Hiram was doing.</p>
 <p>Choose to do their best with the talent God has given them. Show how skilful Hiram was.</p>	<p>Write about the talents God has given you.</p>	<p>Make a list of the talents you believe God has given you.</p>	<p>Show the class the talents God has given you.</p>	<p>Draw pictures of the talents God has given you.</p>	<p>Sing about the talents God has given you.</p>
 <p>Carry out a service project where everyone works together.</p>	<p>Prepare the speeches.</p>	<p>Do the planning for the project.</p>	<p>Carry out any of the physical work.</p>	<p>Decorate the project or its venue.</p>	<p>Provide the music selection for the presentation of the project.</p>
<p>WRAP UP QUESTION How do you see God in this story?</p>					

THEME Stories of Solomon **STORY** Building in Silence **BIBLE** 1 Kings 6:1-38
 2 Chronicles 3:1-4:11 **UABS Vol** 4-3-7 **PAGES** 143-145

MEMORY VERSE 1 Kings 6:14 “So Solomon built the house and finished it.”

FOCUS The work is done.

FOCUS QUESTIONS How do you feel when you have completed the task assigned to you and you have done it well?

OUTCOMES	TEACHING STRATEGIES				
At the end of this story students will:	Talking/Writing	Ordering	Touching/Making	Looking/Seeing	Musical/Hearing
 <p>Relate Solomon's plan. Understand the importance of letting God work out the plans.</p>	Tell the class how the building of the temple took place.	Using the measurements in the Bible draw a plan of the temple.	Make a model of the temple. Collect and make all the parts.	Tell the class what you can see happening as the temple is being built.	What sounds can you hear as the temple is being built?
 <p>Show a spirit of cooperation in the work you are doing. Accept the old man's plan.</p>	Using just boxes tell a group of students how to arrange them to build something.	Working together find from the Bible how much of the building supplies were needed to build the temple.	Now assemble it altogether without making any sound. How easy was it?	Draw a picture of the temple. Cut it up into jigsaw style pieces. Now let someone else put it back together without making any noise.	Work together as a choir and have a student conducting the group.
 <p>Establish a branch Sabbath School and run it for a term.</p>	Practise the speaking parts.	Plan the program	Prepare the drama section.	Prepare the visual aids.	Prepare, arrange and present the songs.
WRAP UP QUESTION How do you see God in this story?					

THEME Stories of Solomon **STORY** The Temple Dedicated **BIBLE** 1 Kings 8:1-50
 2 Chronicles
 5:1-8:6 **UABS Vol** 4-3-8 **PAGES** 146-151

MEMORY VERSE 1 Kings 8:12 “The Lord said that he would dwell in the thick darkness.”

FOCUS Dedication.

FOCUS QUESTIONS What does dedicated mean?
 Why do you need to be dedicated to your work or school?

OUTCOMES	TEACHING STRATEGIES				
At the end of this story students will:	Talking/Writing	Ordering	Touching/Making	Looking/Seeing	Musical/Hearing
 <p>Understand why it was important to dedicate the temple. Recall how people helped out.</p>	Pretend you are a Priest. Tell how you felt and what you heard.	Mark out the size of the ark on the classroom floor.	Make models of the special items in the temple.	Pretend you are one of the children of Israel. What do you see happening?	Tell what you hear at this dedication.
 <p>Show respect and loyalty to God. Recognise the people's joyful hearts on that day.</p>	Write about how the people were feeling.	Think of as many reasons as you can for the people to be so happy.	Create a series of movements to show your happiness to God.	Create a banner of praise to God to put over the door of your classroom.	Put the words “The Lord is good and his love never ends,” to music.
 <p>Plan to dedicate your classroom as a place of worship for God.</p>	Write out a prayer of dedication.	Plan the dedication service.	Make some special items for the room.	Create some flower decorations.	Have songs and musical instruments to praise God with.
WRAP UP QUESTION How do you see God in this story?					

THEME Stories of Solomon **STORY** Words of Warning **BIBLE** 1 Kings 8:63-9:9 **UABS Vol** 4-3-9 **PAGES** 152-154

MEMORY VERSE I Kings 9:6, 7 “But if you turn from following me and do not keep my commandments I will cut of the land which I have given them.”

FOCUS Take notice of the instructions. **FOCUS QUESTIONS** What are the consequences of disobeying?
Why do we need instructions?

OUTCOMES	TEACHING STRATEGIES				
At the end of this story students will:	Talking/Writing	Ordering	Touching/Making	Looking/Seeing	Musical/Hearing
 <p>Know the importance of warnings. Relate Solomon’s feelings at this time.</p>	Tell about God’s warnings and how Solomon felt.	Give reasons for why God was warning Solomon.	Make an object to remind you of God’s warnings to Solomon.	Make a scroll with God’s warnings written on them.	Tell what you hear God saying to Solomon in the dream.
 <p>Choose to obey the instructions. Show respect to the rules.</p>	Write down the school rules and how we should obey them.	Write down the consequences for Israel if they disobeyed God’s rule.	Mime the warnings from God. See if the class can guess which ones they are.	Share with the class what it looks like to obey God.	Write a poem about obeying the school rules.
 <p>Help others to obey.</p>	Explain the school rules to the Grade 1’s.	Make a list of the school rules and how they should be obeyed.	Do a play for Grade 1 showing how to obey the school rules.	Make a poster for Grade 1 telling them to obey the school rules.	Sing Hymn 590 “Trust and Obey,” to Grade 1.
WRAP UP QUESTION How do you see God in this story?					

THEME Stories of Solomon **STORY** The Queen of Sheba **BIBLE** 1 Kings 10:1-11:6
2 Chronicles 9:1-27 **UABS Vol** 4-3-10 **PAGES** 155-158

MEMORY VERSE 1 Kings 10:8 “Happy are the men which stand continually before you and hear your wisdom.”

FOCUS Everything is to be proved to see if it is the truth. **FOCUS QUESTIONS** What would you like to do when you are in doubt about something?
Who do you ask when you have a hard question to answer?

OUTCOMES	TEACHING STRATEGIES				
At the end of this story students will:	Talking/Writing	Ordering	Touching/Making	Looking/Seeing	Musical/Hearing
 <p>Relate the purpose of the Queen’s trip. Recognise her views when she arrived.</p>	Imagine you are the Queen of Sheba. Why are you coming to visit Solomon?	What questions would you like to ask Solomon?	Act out the Queen’s arrival and Solomon’s welcome.	Tell what you see as the Queen approaches King Solomon on his throne.	Tell what you hear as the Queen arrives at Solomon’s palace.
 <p>Appreciate the good work of presenting a gift. Accept God’s gift into their hearts.</p>	Explain in writing why gifts are so important. How do we accept God’s gift?	What gifts could you give to God? Would you accept his gift into your heart?	Show how to give a gift to a visitor. Show how to accept God’s gift.	What do you see when a gift is given? What do you see when God’s gift is accepted?	What do you hear when a gift is given? What do you hear when God’s gift is accepted?
 <p>Share a gift with a community leader.</p>	Invite a community leader to school to receive a gift. Prepare a speech of presentation.	Plan the gift.	Help to make or get the gift and give it to the leader.	Decorate the gift.	Sing some songs during the presentation.
WRAP UP QUESTION How do you see God in this story?					

THEME Stories of Solomon **STORY** Wisdom of the Wise **BIBLE** Proverbs **UABS** Vol 4-3-11 **PAGES** 159-161

MEMORY VERSE "1 Kings 10:24 "...The whole world sought audience with Solomon to hear the wisdom God had put in his heart."

FOCUS Trust in God. **FOCUS QUESTIONS** Where do the teachers get their knowledge?

OUTCOMES	TEACHING STRATEGIES				
At the end of this story students will:	Talking/Writing	Ordering	Touching/Making	Looking/Seeing	Musical/Hearing
 <p>Know the difference between knowledge and wisdom. Tell of the work done by Solomon that showed his wisdom.</p>	Choose a few proverbs and tell what they mean.	Count up how many proverbs are in the book of Proverbs. Choose the best five.	Act out five of your favourite proverbs.	Choose five proverbs that talk about things you can see. Explain them.	Choose five proverbs that talk about music or what you can hear. What do they mean?
 <p>Accept God's wisdom. Respond to him by doing his will.</p>	Explain how we can do God's will.	Make a list of proverbs that talk about doing God's will.	Make up a play that explains how we do God's will.	Explain the differences you see between those who do God's will and those that don't.	Explain the differences you hear between those who do God's will and those that don't.
 <p>Share some of Solomon's proverbs with the church or the community.</p>	Memorise and explain five proverbs.	Memorise and explain five proverbs.	Act out and explain five proverbs.	Illustrate and explain five proverbs.	Sing and explain five proverbs.
WRAP UP QUESTION How do you see God in this story?					

THEME Stories of Solomon **STORY** Solomon's Big Mistake **BIBLE** 1 Kings 11: 1-11 **UABS** Vol 4-3-12 **PAGES** 162-164

MEMORY VERSE 1 Kings 11:4 "...When Solomon was old, his wives turned away his heart and his heart was not perfect with the Lord his God."

FOCUS The reality of riches. **FOCUS QUESTIONS** Do you want to be like the rich boys and girls? Why?

OUTCOMES	TEACHING STRATEGIES				
At the end of this story students will:	Talking/Writing	Ordering	Touching/Making	Looking/Seeing	Musical/Hearing
 <p>Recognise Solomon's mistakes. Relate solutions for his mistakes.</p>	Write down the mistakes Solomon made. How could he have not made them?	Make a list of points where Solomon failed. Next to the points explain how he might have succeeded.	Make a drama for Solomon's mistakes. Now dramatise how he could solve the problems.	What mistakes do you see Solomon making? How could he have avoided them?	What mistakes do you hear Solomon making? How could he have avoided them?
 <p>Choose to go back to God. Surrender their lives to Jesus.</p>	Explain how to come back to God when we have sinned.	Make step by step instructions on how to come back to God. Use Bible references.	Using drama show how we are to come back to God.	Tell how you as a person comes back to God after you have sinned.	Tell what you hear as a person comes back to God after they have sinned.
 <p>Share a report on warnings based on Solomon's life for AY's.</p>	Prepare the introduction and presentation.	Organise and plan the program.	Prepare a drama for the program.	Make some props and decorations for the program.	Prepare some songs to go with the program.
WRAP UP QUESTION How do you see God in this story?					

THEME Stories of Israel and Judah **STORY** The Price of Foolishness **BIBLE** 1 Kings 11:14-40 **UABS Vol** 4-4-1 **PAGES** 167-170

MEMORY VERSE Ecclesiastes 12:13 “Respect and obey God! This is what life is all about.”

FOCUS Forgetting God.

FOCUS QUESTIONS When do you usually forget your parent’s advice?
What happens to you then?

OUTCOMES	TEACHING STRATEGIES				
At the end of this story students will:	Talking/Writing	Ordering	Touching/Making	Looking/Seeing	Musical/Hearing
 <p>Relate the causes of problems that Solomon faced. Suggest solutions for the problems.</p>	Pretend you are a Judge in court. What would you judge Solomon guilty of?	Work through Ecclesiastes and list the main problems Solomon had.	Create a play of a courtroom scene where the Judge is telling Solomon of his mistakes.	Draw a series of pictures showing Solomon’s mistakes.	Choose the right verses from Ecclesiastes and rewrite them into a regular rhythm pattern to clap out.
 <p>Believe in prayer and never forget God at any time. Decide to recommit their lives to God.</p>	Write a letter to Solomon telling him how to not make mistakes.	For each problem above recommend a solution.	Now get a Pastor to visit Solomon to tell him how not to make mistakes.	Create a poster on “How to be wise.”	Write a prayer song asking for wisdom from God.
 <p>Share what you have learned about Solomon’s life with the community.</p>	Preach to a small group at church about how to be wise.	Write out each solution on a card and give it to someone at church or in the community.	Share the play for AY’s.	Put the poster on display and tell those who look at it the story of Solomon.	Sing the prayer song at the end of an AY program.
WRAP UP QUESTION How do you see God in this story?					

THEME Stories of Israel and Judah **STORY** The Kingdom Divided **BIBLE** 1 Kings 11:42-12:30 2 Chronicles 9:31-12:1 **UABS Vol** 4-4-2 **PAGES** 171-174

MEMORY VERSE 1 Kings 12:19 “So Israel rebelled against the house of David unto this day.”

FOCUS The importance of listening.

FOCUS QUESTIONS Has your best friend ever left you?
How did that make you feel?

OUTCOMES	TEACHING STRATEGIES				
At the end of this story students will:	Talking/Writing	Ordering	Touching/Making	Looking/Seeing	Musical/Hearing
 <p>Tell why only two tribes obeyed Rehoboam. Understand the importance of following God's will.</p>	<p>Make a speech on behalf of the class to Rehoboam and tell why you are all disappointed with him.</p>	<p>Make a list of the reasons the people were angry with Rehoboam. Order them by importance.</p>	<p>Act out a person trying to decide which new king to follow.</p>	<p>Pretend you are in the crowd. Tell what you see happening.</p>	<p>Pretend you are in the crowd. Tell what you hear happening.</p>
 <p>Decide to treat everyone right. Take God's advice into their hearts.</p>	<p>Tell what you think Jeroboam should have done.</p>	<p>Outline a plan for Rehoboam to have done right.</p>	<p>Mime someone who is trying to decide about accepting Christ into their hearts. Pay attention to the facial expressions.</p>	<p>Draw symbols that say God lives in my heart.</p>	<p>Choose some wise sayings from Proverbs and put it to music.</p>
 <p>Invite a wise leader to the class to speak about being wise.</p>	<p>Thank the person for their speech.</p>	<p>Make a list of points from the speaker and display it in the classroom.</p>	<p>Make a suitable gift for the speaker.</p>	<p>Make a nice decoration for the gift.</p>	<p>Present a special musical item for the speaker.</p>
<p>WRAP UP QUESTION How do you see God in this story?</p>					

THEME Stories of Israel and Judah **STORY** Solomon's Temple Raided **BIBLE** 2 Chronicles 11:16-12:12 **UABS Vol** 4-4-3 **PAGES** 175-178

MEMORY VERSE 2 Chronicles 12:7 "...Since they have humbled themselves, I will not destroy them but will soon give them deliverance."

FOCUS Taking God's property. **FOCUS QUESTIONS** Have you ever taken something that didn't belong to you?
How did you feel? Were you caught? Were you punished?

OUTCOMES	TEACHING STRATEGIES				
At the end of this story students will:	Talking/Writing	Ordering	Touching/Making	Looking/Seeing	Musical/Hearing
 <p>Recall how the thieves got into the temple. List the things that were taken from the temple.</p>	<p>Imagine you are an Egyptian leader. Explain how you will get to the temple.</p>	<p>Draw up a battle plan for 60,000 men. How will they take Jerusalem?</p>	<p>Make a model of the city and how you will attack it.</p>	<p>Imagine you are a guard on the walls of Jerusalem. Tell what you see happening.</p>	<p>Make up a marching song for the Egyptians.</p>
 <p>Understand that the temple raid came as a consequence of the people forgetting God. Recognise that God's property is forbidden to be taken away.</p>	<p>Tell someone else why Jerusalem and the Temple was attacked.</p>	<p>Write down the reasons why Jerusalem and the Temple were attacked.</p>	<p>Act out a mime of the soldiers in the temple.</p>	<p>Draw a picture of the gold items taken from the temple. Put a caption at the bottom indicating the lesson to be learned.</p>	<p>Write a sad poem called "The Sad Temple."</p>
 <p>Make a gift for the church. Explain the need for faithfulness.</p>	<p>Prepare a speech for the presentation of the gift. Explain why God wants His followers to be faithful.</p>	<p>Plan the program for the gift presentation.</p>	<p>Make a suitable gift for the church.</p>	<p>Decorate the gift and also some places in the church, for the gift ceremony.</p>	<p>Prepare a special item to be sung for the gift presentation.</p>
<p>WRAP UP QUESTION How do you see God in this story?</p>					

THEME Stories of Israel and Judah **STORY** The Broken Altar **BIBLE** 1 Kings 13:1-6,33 **UABS Vol** 4-4-4 **PAGES** 179-180

MEMORY VERSE 1 Kings 13:3 “Behold the altar shall be rent and the ashes shall be poured out.”

FOCUS Breaking God’s Temple. **FOCUS QUESTIONS** How would you feel if your house was damaged?

OUTCOMES	TEACHING STRATEGIES				
At the end of this story students will:	Speaking/Writing	Ordering	Touching/Making	Looking/Seeing	Musical/Hearing
 <p>Relate Jeroboam’s feelings when he heard a voice. Recall Jeroboam’s attitudes towards the prophet.</p>	Pretend you are Jeroboam. Tell how you felt when you heard the prophet’s voice.	Tell the prophet all the reasons you can think of for not listening to him.	Make an altar that can split in half.	Draw a picture of the split altar and add a suitable warning caption to it.	Write a sad poem called “Jeroboam’s evil.”
 <p>Have courage to rebuke those that are doing wrong.</p>	Write out a message of rebuke for someone doing wrong.	Write out the steps needed to rebuke a person who is doing wrong.	Create a symbol to remind the school to choose to do what is right always.	Use this picture to encourage someone to be unafraid for God.	Sing hymn 610 “Stand like the Brave.”
 <p>Share God’s love to those who are sick.</p>	Prepare a message of hope and courage for a sick person.	Plan a program to help make sick people happy.	Make a gift for a sick person.	Decorate the gift for the sick person.	Prepare a number of songs for a sick person.
WRAP UP QUESTION How do you see God in this story?					

THEME Stories of Israel and Judah **STORY** Killed by a Lion **BIBLE** 1 Kings 13:7-30 **UABS Vol** 4-4-5 **PAGES** 181-183

MEMORY VERSE 1 Kings 13:24 "...and when he was gone a lion met him and slew him."

FOCUS Disobeying God. **FOCUS QUESTIONS** How do you feel when you do something wrong?

OUTCOMES		TEACHING STRATEGIES				
At the end of this story students will:		Speaking/Writing	Ordering	Touching/Making	Looking/Seeing	Musical/Hearing
	<p>Recognise the mistakes in the story.</p> <p>Relate an interesting part of the story.</p>	Pretend you are the first Prophet. Tell what is going through your mind when you listen to the second prophet.	Make a list of the mistakes the two Prophets made.	Mime the facial expressions of the first prophet when told by the second what God has just said.	Draw a comic strip showing the steps in the story leading to the Prophets death.	Write a poem called "God and the hungry lion."
	<p>Always believe God's words.</p> <p>Choose not to disobey God's words.</p>	Write a letter to a friend encouraging them to obey God's word.	Give reasons why it is best to obey God's word.	Create a symbol that will encourage others to obey God's word.	Draw a poster encouraging others to obey God's word.	Learn the hymn 590 "Trust and Obey."
	<p>Encourage others to faithfully follow God's word.</p>	Prepare a short talk for AY's encouraging them to obey God.	Share your reasons for obeying God at AY's.	Using your symbol explain why we should obey God.	Share your poster at AYs and explain its message.	Present hymn 590 at the end of the presentation.
WRAP UP QUESTION How do you see God in this story?						

THEME Stories of Israel and Judah **STORY** Queen in Disguise **BIBLE** 1 Kings 14:1-18 **UABS** Vol 4-4-6 **PAGES** 184-186

MEMORY VERSE 1 Kings 14:15 “And the Lord will strike Israel,...because they provoked the Lord to anger...”

FOCUS The consequences of not following God. **FOCUS QUESTIONS** How do you feel when you are very sick?

OUTCOMES	TEACHING STRATEGIES				
At the end of this story students will:	Speaking/Writing	Ordering	Touching/Making	Looking/Seeing	Musical/Hearing
 <p>Explain why God gave Ahijah’s prophecy against Jeroboam. Retell the story.</p>	Explain why the Queen was unable to trick the prophet.	Prepare a report on why the Queen took along the gifts for the prophet.	Act out the story.	Pretend you are the prophet. Tell what you would see if you were not blind.	Pretend you are the Queen. Tell what you hear through this story.
 <p>Understand the consequences of rejecting God.</p>	Tell someone else how God and His consequences work.	List the actions and then the consequences in Jeroboam’s life.	Make some small loaves of bread and cakes and use them to explain why God rejected Jeroboam.	When someone rejects God, tell what you see happens to them from then on.	Write a poem “The price of rejection.” Read it out to the class.
 <p>Offer comfort and encouragement to someone who is ill.</p>	Prepare a message of encouragement for a sick person. Tell them how much God loves them.	Prepare a plan for the visit.	Prepare some nice food to give to the family of the ill person.	Decorate the gift ready for the presentation.	Sing a special item about God’s love.
WRAP UP QUESTION How do you see God in this story?					

THEME Stories of Israel and Judah **STORY** Grandmother's Idol **BIBLE** 1 Kings 15:1-14 **UABS Vol** 4-4-7 **PAGES** 187-189
 2 Chronicles 13:1-15:8

MEMORY VERSE 2 Chronicles 15:2 "The Lord is with you when you are with him. If you seek him, he will be found by you, but if you forsake him, he will forsake you".

FOCUS Staying faithful to God. **FOCUS QUESTIONS** Why did God bless Asa?

OUTCOMES	TEACHING STRATEGIES				
At the end of this story students will:	Speaking/Writing	Ordering	Touching/Making	Looking/Seeing	Musical/Hearing
 Know that it takes courage to stand up for God.	Imagine you are Azariah. Make a speech of encouragement to King Asa.	List ways you could stand up for God in the community.	Make a symbol to represent courage that someone could carry or wear.	Draw a symbol to represent courage for God.	In this story tell what courage sounds like.
 Develop a desire to follow God and remain true to Him.	Write up a commitment statement to God indicating your desire to be true to Him.	How many reasons can you think of for remaining true to God.	Create a play for remaining true to God.	Draw posters that encourage others to remain true to God.	Write a poem about remaining true to God.
 Plan and organise a program to encourage people to remain faithful to God.	Prepare a short speech on remaining true to God.	Organise the program so that everyone can do something.	Make a gift to the church to remind the members to be faithful to God.	Make posters suitable to go with the theme of the program.	Prepare a number of special songs and poems for the program.
WRAP UP QUESTION How do you see God in this story?					

THEME Stories of Israel and Judah **STORY** From Bad to Worse **BIBLE** 1 Kings 15:25-16:33 **UABS Vol** 4-4-8 **PAGES** 190-192

MEMORY VERSE 1 Kings 16:33 “Ahab did more to provoke the Lord of Israel to anger, than all the Kings of Israel before him.”

FOCUS Results of rejecting God. **FOCUS QUESTIONS** What did your parents do to you when you did wrong?

OUTCOMES	TEACHING STRATEGIES				
At the end of this story students will:	Speaking/Writing	Ordering	Touching/Making	Looking/Seeing	Musical/Hearing
 <p>Recall the King's relationship with God. Understand that doing bad things will always have a consequence.</p>	Write down what happened to each King and whether they turned to God or away from God.	Beginning with Saul, make a list of all the Kings and whether they followed God or not.	Make a balance beam. Hang the name of each good King on one side and bad on the other. Which group is the heaviest?	Make a poster about the results of all the Kings of Israel and their choices.	Write a Psalm to God about the good Kings and the bad Kings.
 <p>Respond to God's mercy. Choose to turn away from doing evil.</p>	Prepare a verbal invitation inviting people to respond to God's mercy.	Make a chart showing the steps involved in turning away from sin.	Using your body show how we can respond to God's mercy.	Using visual images try describing God's mercy. "God's mercy is like...."	Learn the Hymn 309, "All to Jesus I surrender."
 <p>Based on the last eight lessons write about the King's leadership. Prepare a program called "We reap what we sow".</p>	Prepare the speeches to be presented.	Plan the program.	Arrange the furniture and items needed for the program.	Use the poster and more to add to the program.	Prepare a number of items for the program.
WRAP UP QUESTION How do you see God in this story?					

THEME Stories of Elijah **STORY** Boy With a Wonderful Name **BIBLE** 1 Kings 17:1 **UABS Vol** 5-1-1 **PAGES** 9-11

MEMORY VERSE Proverbs 22:1 “A good name is more desirable than great riches.”

FOCUS Elijah’s name meant “My God is the Lord”.

FOCUS QUESTIONS
 What is your name?
 Who gave it to you? Why
 Does it mean anything?

OUTCOMES	TEACHING STRATEGIES				
At the end of this story students will:	Speaking/Writing	Ordering	Touching/Making	Looking/Seeing	Musical/Hearing
 <p>Know that Elijah lived up to the meaning of his name.</p>	<p>Tell others what “My God is the Lord” really means.</p>	<p>List the areas in our lives that will be impacted with a name “My God is the Lord.”</p>	<p>Make a name badge “My God is the Lord.”</p>	<p>Draw up a poster with ELIJAH and “My God is the Lord.”</p>	<p>Create a poem called “My God is the Lord.”</p>
 <p>Desire to uphold the name of God.</p>	<p>Write a story about how we can uphold the name of Jesus</p>		<p>Create a drama about upholding the name of God. Share with the class.</p>	<p>Describe what you see when someone upholds the name of God.</p>	<p>Put the poem to music.</p>
 <p>Share the meaning of Elijah with others.</p>	<p>Make and wear a small card with Elijah on one side and “My God is the Lord” on the other. When asked about it share what it means to have God as the Lord in your life.</p>				
<p>WRAP UP QUESTION How do you see God in this story?</p>					

THEME Stories of Elijah **STORY** God's Messenger **BIBLE** 1 Kings 17:1; 18:10 **UABS Vol** 5-1-2 **PAGES** 12-15

MEMORY VERSE Malachi 3:1 "I will send my messenger, who will prepare the way before me."

FOCUS Elijah bravely visits Ahab.

FOCUS QUESTIONS

Have you been to a palace?
 What do they look like?
 How would you feel if your country's leader visited you?

OUTCOMES	TEACHING STRATEGIES				
At the end of this story students will:	Speaking/Writing	Ordering	Touching/Making	Looking/Seeing	Musical/Hearing
 <p>Know that Elijah bravely did what God told him to do.</p>	Write a newspaper report on Elijah's uninvited visit to Ahab.	Pretend you are Ahab's guard. Tell all that you would like to do to Elijah.	Make some rough clothes for Elijah to wear.	Pretend you are a palace guard. Tell what you see as Elijah walks into Ahab.	Pretend you are a guard. Tell what you hear Elijah and Ahab saying.
 <p>Want to follow God's directions with courage.</p>	Tell what you would find scary to do for God. How could you be brave?	List down how we can be courageous for God.	Show the class how these rough clothes represent Elijah's courage for God.	Tell the class what you think a courageous person for God looks like.	Tell the class what you think a courageous person for God sounds like.
 <p>Encourage a community leader to lead wisely.</p>	Prepare a message of encouragement to a leader to lead wisely and honestly.	Organise the program so all can participate.	Assist with preparing the room for the program.	Make decorations and nice invitation cards for this program.	Prepare musical items for the program.
<p>WRAP UP QUESTION How do you see God in this story?</p>					

THEME Stories of Elijah **STORY** Fed by Ravens **BIBLE** 1 Kings 17:2-9 **UABS Vol** 5-1-3 **PAGES** 16-20

MEMORY VERSE 1 Kings 17:4 “You will drink from the brook and I have ordered the ravens to feed you.”

FOCUS God takes care of His People.

FOCUS QUESTIONS Would you like a bird to fee you?
What food do you think it would bring?

OUTCOMES	TEACHING STRATEGIES				
At the end of this story students will:	Speaking/Writing	Ordering	Touching/Making	Looking/Seeing	Musical/Hearing
 <p>Know that god cares for His people.</p>	Pretend you are Elijah. Tell the class how you survived at the brook.	Write up a diary of a day spent at the brook with Elijah.	Make out of clay some food that the ravens brought to Elijah.	Draw a picture of the ravens and the food they have brought to Elijah.	Create a grace for Elijah to sing for the good the ravens brought.
 <p>Express thanks for God's caring.</p>	Write a letter of thanks to god for His care of Elijah and you.	List why you are thankful to god for His care of you and Elijah.	Write on one of the clay food pieces a message of thanks to god for caring for you.	Draw a “Thank you God” poster. List on it why you are thankful to God for His care.	Write a Psalm of praise to God for caring for you.
 <p>Prepare a parcel of food and present it to a widow in the community.</p>	Write a letter of encouragement to the widow.	Organise the collection and arranging of the food to give to the widow.	Collect the food and deliver it to the widow.	Decorate the food parcel for the widow.	Prepare some songs to go with the presentation.
WRAP UP QUESTION How do you see God in this story?					

THEME Stories of Elijah **STORY** The Never-Empty Jar **BIBLE** 1 Kings 17:10-24 **UABS Vol** 5-1-4 **PAGES** 21-25

MEMORY VERSE Philippians 4:19 “My God shall supply all your needs according to his riches in glory.”

FOCUS God is our provider. **FOCUS QUESTIONS** Has your family ever run out of food? How did you feel?
What does the word starve mean?

OUTCOMES	TEACHING STRATEGIES				
At the end of this story students will:	Speaking/Writing	Ordering	Touching/Making	Looking/Seeing	Musical/Hearing
 <p>Know that God provides for our needs just like he did for the widow.</p>	<p>Pretend you are a newspaper reporter. Interview the widow about her story.</p>	<p>Make a list of what God provided for the widow.</p>	<p>Mime the story in the class and what lesson can be drawn out of it.</p>	<p>Describe the kitchen in the house of the widow before and after Elijah’s visit.</p>	<p>Sing the song “Jehovah Jirah my Provider, his grace is sufficient for me.”</p>
 <p>Express thanks for supplying our needs.</p>	<p>Tell the class what needs you are thankful to God for supplying.</p>	<p>Write up a list of what needs you are thankful to God for supplying.</p>	<p>Make a collection of bottles and jars and have the children act the story.</p>	<p>Create a poster of the jars.</p>	<p>Write a poem on God’s providence.</p>
 <p>Share a cooked loaf of bread and the story with people in the community.</p>	<p>Have a number of small loaves made for distribution. Wrap them and decorate them. Add a copy of the memory verse. Now share these with people in need and tell them the story of Elijah and the widow.</p>				
<p>WRAP UP QUESTION How do you see God in this story?</p>					

THEME Stories of Elijah **STORY** Fire From Heaven **BIBLE** 1 Kings 18:1-39 **UABS Vol** 5-1-5 **PAGES** 26-34

MEMORY VERSE 1 Kings 18:37 "Answer me, O Lord, so the people will know you."

FOCUS The Lord is more powerful than any other god.

FOCUS QUESTIONS Have you seen rocks burning?
What is the biggest fire you have ever seen?

OUTCOMES	TEACHING STRATEGIES				
At the end of this story students will:	Speaking/Writing	Ordering	Touching/Making	Looking/Seeing	Musical/Hearing
 <p>Realise how powerful God is.</p>	Write two news reports of the day's events. One by a Baal supporter, one by a supporter of Elijah.	Write down the differences between Baal's followers and God's followers on this day.	Prepare a drama of the day's events.	Draw the two altars prepared and decorate it to be hung up.	Write a poem "Fire Falls."
 <p>Decide to serve and follow God.</p>	Tell why you have decided to follow God.				Share the song "I have decided to follow Jesus."
 <p>Share stones with "The Lord, He is God," written on them.</p>	Find medium size stones. On them write "The Lord, He is God." Share the stones and this story with someone in the community.				
WRAP UP QUESTION How do you see God in this story?					

THEME Stories of Elijah **STORY** A Cloud like a Man's Hand **BIBLE** 1 Kings 18:40-46 **UABS Vol** 5-1-6 **PAGES** 35-37

MEMORY VERSE 1 Kings 18:44 "A Cloud as small as a man's hand is rising from the sea."

FOCUS Obeying the instruction.

FOCUS QUESTIONS What would you do if someone was frightening you?

OUTCOMES	TEACHING STRATEGIES				
At the end of this story students will:	Speaking/Writing	Ordering	Touching/Making	Looking/Seeing	Musical/Hearing
 <p>Know that God kept His promise and sent the rain when the people returned to God.</p>	Write a newspaper report "The drought breaks."	List reasons why the drought broke and the rains came.	Make a small dark cloud. Explain why it is important for us today.	Draw a picture of a small dark cloud. Put a suitable caption to it.	Write a poem "The Rain has Come."
 <p>Rely on God to keep His promises.</p>	Tell the class why we can rely on God to keep His promises.	Make a list of the promises of Jesus return	Use the cloud to tell why we can rely on God to keep His promise.		Put this poem to a tune.
 <p>Tell the news of Jesus' return starting as a small dark cloud.</p>	Prepare a number of short talks on Jesus' return.	Find a list of signs of Jesus' return and share with community.	Use the small dark cloud to tell about Jesus soon return.	Share the picture above with the story of Jesus coming.	Share the song above and then tell someone of Jesus' soon return.
WRAP UP QUESTION How do you see God in this story?					

THEME Stories of Elijah **STORY** The Stolen Vineyard **BIBLE** 1 King 21:1-26 **UABS** Vol 5-1-8 **PAGES** 44-47

MEMORY VERSE Exodus 20: "You must not covet."

FOCUS The results of envy, jealousy and selfishness.

FOCUS QUESTIONS When you can't get something that you would like what do you do?

OUTCOMES	TEACHING STRATEGIES				
At the end of this story students will:	Speaking/Writing	Ordering	Touching/Making	Looking/Seeing	Musical/Hearing
 <p>Tell how envy, jealousy and selfishness affected Ahab.</p>	Tell how envy, jealousy and selfishness affected Ahab.	Pretend you are Ahab. Give the reasons why you want Naboth's vineyard.	Mime the story.	Draw a picture of Ahab's face showing a look of jealousy.	What do you hear happening after Ahab is told he can't have the vineyard?
 <p>Express a desire to be generous and content, rather than jealous and selfish.</p>	Tell why it is best to be generous and content rather than jealous and selfish.		Make a model of a bunch of grapes. Use it to tell why it is best to be generous rather than selfish.	Describe what generosity and selfishness look like.	Describe what generosity and selfishness sound like.
 <p>Warn others against being envious, jealous and selfish.</p>	Prepare a talk to encourage generosity and not to be selfish.			Share a card encouraging others to be generous.	Create a song about generosity to share with others.
WRAP UP QUESTION How do you see God in this story?					

THEME Stories of Elijah **STORY** Elijah's Prophecy Comes True **BIBLE** 1 King 21:27-22:40 2 Kings 9:33-37 **UABS Vol** 5-1-9 **PAGES** 48-53

MEMORY VERSE 1 King 22:28 "If you do come back, I was wrong about what the Lord wanted me to say."

FOCUS The living God is all-powerful.

FOCUS QUESTIONS What do you do when someone tells you that you can't do something?

OUTCOMES	TEACHING STRATEGIES				
At the end of this story students will:	Speaking/Writing	Ordering	Touching/Making	Looking/Seeing	Musical/Hearing
 <p>Know the consequences of not listening to God's prophet.</p>	Pretend you are Micaiah. Explain to Ahab why you should be listened to.	Give reasons why Ahab should listen to Micaiah	Make a helmet with a set of horns. Explain what the problem with the horns is.	Draw a helmet with horns. Explain what happened to Ahab as a result.	Use body sounds to make the sound of war and the death of Ahab.
 <p>Accept that we need to hear bad news for our own good. Appreciate that God never changes and is faithful</p>	Explain why we need to hear both bad and good news.		Create an object for Micaiah to use showing the good news from God.	Draw a picture. Bad news can be good for you.	Write a poem "Bad news can be good for you."
 <p>Share with others what God is like</p>	Explain to the class what God is like.		Using the two objects, explain what God is like.	Share a drawing of what God is like.	Choose a way to show what God is like?
WRAP UP QUESTION How do you see God in this story?					

THEME Stories of Elijah **STORY** Heaven's Fiery Chariot **BIBLE** 2 Kings 2:1-15 **UABS Vol** 5-1-11 **PAGES** 55-60

MEMORY VERSE 2 Kings 2:9 "Please give me a double portion of your spirit."

FOCUS Elijah is taken to Heaven.

FOCUS QUESTIONS Have you ever seen a chariot?
What do they look like? Can they fly? Why not?

OUTCOMES	TEACHING STRATEGIES				
At the end of this story students will:	Speaking/Writing	Ordering	Touching/Making	Looking/Seeing	Musical/Hearing
 <p>Tell why Elisha wouldn't allow Elijah out of his sight. Explain why Elisha asked for a double portion of Elijah's spirit.</p>	Interview Elisha about his last hour with Elijah.	List the reasons Elisha wouldn't let Elijah out of his sight and asked for a double blessing.	Make a small coat and explain its part in the story.	Tell what you saw as Elijah was taken to heaven.	Tell what you heard as Elijah was taken to heaven.
 <p>Appreciate the need for the Holy Spirit before doing any work for God.</p>	Explain why the coat represents the Holy Spirit.		Show how this coat represents receiving the Holy Spirit.	Make a drawing to show how the coat represents the Holy Spirit.	Make up a song about the falling coat and receiving the Holy Spirit.
 <p>Offer to follow a church leader for a day.</p>	Arrange with a church leader in the community to have small groups follow them to observe what they do in their work for God in a day.				
WRAP UP QUESTION How do you see God in this story?					

THEME Stories of Elisha **STORY** Bad Boys and the Bears **BIBLE** 2 Kings 2:16-24 **UABS** Vol 5-2-1 **PAGES** 63-65

MEMORY VERSE Psalms 19:14 “May the words of my mouth and the mediation of my heart be pleasing in your sight.”

FOCUS God will punish the bad. **FOCUS QUESTIONS** What happens when you tease someone?
What are the consequences?

OUTCOMES	TEACHING STRATEGIES				
At the end of this story students will:	Speaking/Writing	Ordering	Touching/Making	Looking/Seeing	Musical/Hearing
 <p>Understand that God requires us to respect people especially those that are older than us.</p>	Write a newspaper report on the boys and the bears. Explain why it happened.	Analyse the problems the boys had and the results as well.	Model a bear out of clay, wood or sand. Explain why it reminds us to be respectful.	Draw a large picture of a bear for the class wall. Fill it with respectful phrases.	Create sounds to mimic the boys disrespect and the resulting bear attack.
 <p>Decide to respect others regardless of who they are or what they have said or done.</p>	Tell the class how we show respect.	Make a list of how we show respect.	Use the bear to explain how to be respectful	Draw a poster on how to show respect.	Create a chart on how to show respect.
 <p>Inspire others in their work for God.</p>	Write a message of encouragement and appreciation to the Pastor.	Write out a list of why you respect your Pastor. Share it with them.	Prepare a glass of water with salt in it . Share it with a Pastor and thank him for his work.	Draw a picture of salt in water and use it to bring encouragement to your Pastor.	Share a poem of appreciation with your Pastor.
WRAP UP QUESTION How do you see God in this story?					

THEME Stories of Elisha **STORY** The Unexpected Flood **BIBLE** 2 Kings 2:25; 3:24 **UABS** Vol 5-2-2 **PAGES** 66-68

MEMORY VERSE Psalm 46:1 “God is our refuge and strength an ever present help in trouble.”

FOCUS God is our refuge.

FOCUS QUESTIONS

Have you ever seen a flooded river?
Describe it, what does it look like? What does it sound like? What causes it?

OUTCOMES	TEACHING STRATEGIES				
At the end of this story students will:	Speaking/Writing	Ordering	Touching/Making	Looking/Seeing	Musical/Hearing
 <p>Know that when we call on God He will help us.</p>	Write a letter from King Jehoshophat thanking Elisha for his and God's help.	Explain how God answered the request of the Kings.	Pretend you are one of the Kings. Explain your problem to Elisha.	Pretend you are the harpist. What do you see happening?	Use what you can to make the noise of a river in flood. Tell the story about it.
 <p>In times of need call on God to be a refuge and strength.</p>	Organise the class into small prayer band groups. Each day have them pray for someone in their community who has a need. Keep a record of the prayer results.				
 <p>Tell others of God's willingness to help in times of need by sharing water with them.</p>	Collect small glass jars with lids, or bottles. Fill them with water. Now take them into the community and share the story with the people. Explain that it is to remind them of God's ability to meet their needs no matter how large it is.				
WRAP UP QUESTION How do you see God in this story?					

THEME Stories of Elisha **STORY** Mum's Mysterious Bottle of Oil **BIBLE** 2 Kings 4:1-7 **UABS Vol** 5-2-3 **PAGES** 69-73

MEMORY VERSE Psalm 9:18 "The needy will not always be forgotten."

FOCUS Faith.

FOCUS QUESTIONS What do you keep your food in?
Does mum have cooking oil? What is it kept in?

OUTCOMES	TEACHING STRATEGIES				
At the end of this story students will:	Speaking/Writing	Ordering	Touching/Making	Looking/Seeing	Musical/Hearing
 <p>Understand that God will provide for our needs if we are faithful to Him. Recognize that God requires us to help those in need.</p>	Write an article for the newspaper on what happened to the widow.	If there were 100 jars, calculate how much oil was provided. Work out how much money you think it was worth.	Act out the boys asking neighbours for jars.	Draw a picture of jars standing on the kitchen floor.	Write a poem "Jars, jars and more jars!"
 <p>Believe that God provides for our needs.</p>	Write a note to God thanking Him for supplying our needs.	List all of your needs that God was supplied.	Make an object of one of your needs God has supplied.	Make a diorama of the needs God has supplied.	Write a psalm of praise to God for supplying your needs.
 <p>Share with those in need. Contribute to projects helping the needy.</p>	Arrange a short talk to go with the presentation of the jar and gift to meet a need.	Conduct a survey to find out who has needs in the community.	Make a number of small clay jars. Write on them God will supply your need.	Wrap the jars as a gift to give.	Prepare to share a suitable song when giving the gift and a jar.
WRAP UP QUESTION How do you see God in this story?					

THEME Stories of Elijah **STORY** Faithful Little Girl **BIBLE** 2 Kings 5:1-15 **UABS Vol** 5-2-5 **PAGES** 79-85

MEMORY VERSE 2 Kings 5:15 “Now I know that the God of Israel is the only God in the whole world.”

FOCUS The witness of a little girl. **FOCUS QUESTIONS** Have you had any skin disease? How was it cured?
 Could you wash it away? Why not?

OUTCOMES	TEACHING STRATEGIES				
At the end of this story students will:	Speaking/Writing	Ordering	Touching/Making	Looking/Seeing	Musical/Hearing
 <p>Know that even little children can share their faith.</p>	Pretend you are the King of Syria. Write your letter to the King of Israel.	Pretend you are Naaman. List the reasons you have decided to go and see Elisha.	Make a model of the chariot that Naaman used.	Draw a cartoon strip of the little girl sharing her faith.	As Naaman leaves Elisha and heads to the river what do you hear him say?
 <p>Wish to share their faith in Jesus with others. Understand the problems of too much personal pride.</p>	Share an experience with someone on how you have faith in God.	Compare and contrast Naaman’s faith and that of his little servants.	Dramatise to the class how we can share our faith.	Design a poster on having faith in God.	Create a poem about the little girl’s faith.
 <p>Express their faith to others willingly.</p>	Prepare a short talk on what God has done for you. Go to the market place and share your message with others. Prepare some small appropriate gift and give it to them at the end of the presentation.				
WRAP UP QUESTION How do you see God in this story?					

THEME Stories of Elijah **STORY** Elisha's Secret Army **BIBLE** 2 Kings 6:8-23 **UABS** Vol 5-2-7 **PAGES** 89-92

MEMORY VERSE 2 Kings 6:16 "Don't be afraid, "the prophet answered. "Those who are with us are more than those who are with them."

FOCUS God is able to protect us always.

FOCUS QUESTIONS Have you ever seen an angel?
What do they look like? What do they do?

OUTCOMES	TEACHING STRATEGIES				
At the end of this story students will:	Speaking/Writing	Ordering	Touching/Making	Looking/Seeing	Musical/Hearing
 <p>Know that God is able to protect at all times. Decide to respond with good to any evil received.</p>	Prepare a news item for the radio on why the invasion failed.	Compare the two Kings plans.	Make as many angel cut outs as you can and hang them from the ceiling.		Create a song for the story.
 <p>Praise God for His protection. Respond with kindness to those who are unkind.</p>	Write a newspaper report on how Elisha treated the army.	List the ways God protects us today.	Perform a skit on how Elisha treated his enemies.	Draw a picture of the feast. Entitle it "Payback!"	Write a Psalm on God's protection.
 <p>Prepare a feast for a group who may be unfriendly to the school.</p>	Prepare a speech of welcome and acceptance.	Organise the food, program, and decide who will be contacted.	Prepare the food and the eating place.	Decorate the room and make nice invitation cards.	Have a few special times prepared.
WRAP UP QUESTION How do you see God in this story?					

THEME Stories of Elijah **STORY** Four Surprised Lepers **BIBLE** 2 Kings 6:24-7:20 **UABS Vol** 5-2-8 **PAGES** 93-97

MEMORY VERSE 2 Kings 7:9 “Then they said to each other, “We’re not doing right. This is a day of good news and we are keeping it to ourselves.”

FOCUS God will provide in times of need.

FOCUS QUESTIONS
 Have you ever been starving?
 What does it feel like? Why do we get so hungry?
 Have you ever hidden food? Why?

OUTCOMES	TEACHING STRATEGIES				
At the end of this story students will:	Speaking/Writing	Ordering	Touching/Making	Looking/Seeing	Musical/Hearing
 <p>Know that the Kings sin caused the children of Israel to be besieged. Understand that God has many ways of providing salvation.</p>	<p>Prepare a news broadcast for the people on the leper’s find.</p>	<p>Make a list of all the things you think the lepers found.</p>	<p>Mime different scenes in the story.</p>	<p>Draw a picture to illustrate how God protected his people.</p>	<p>Create a jingle about God’s love of his people.</p>
 <p>Thank God for His ongoing protection. Explain why the children of Israel were in captivity.</p>	<p>Compose a prayer of thanks to God for His protection.</p>	<p>Analyse why the Israelites turned away from God.</p>	<p>Create a thank you dance for God for His deliverance.</p>	<p>Draw a picture of the things the lepers found. Entitle; it “Thank you God.”</p>	<p>Sing a Psalm of praise to God for His deliverance.</p>
 <p>Prepare a food basket for a needy family.</p>	<p>Prepare a speech to accompany the presentation,</p>	<p>Organise the food to be collected and who will receive it.</p>	<p>Make the food baskets and arrange the food.</p>	<p>Decorate the food and baskets.</p>	<p>Share some songs with the people who will receive the food.</p>
<p>WRAP UP QUESTION How do you see God in this story?</p>					

THEME Stories of Elijah **STORY** Making Iron Float **BIBLE** 2 Kings 4:38-44; 6:1-7 **UABS Vol** 5-2-9 **PAGES** 98-101

MEMORY VERSE 2 Kings 4:43 But Elisha said, “Give it to the people to eat. For this is what the Lord says, They will eat and have some left over.”

FOCUS Three of Elijah’s miracles. **FOCUS QUESTIONS** Do you like eating soup?
What is your favourite?
Would you eat it if it was sour?

OUTCOMES	TEACHING STRATEGIES				
At the end of this story students will:	Speaking/Writing	Ordering	Touching/Making	Looking/Seeing	Musical/Hearing
 Relate the story of one of the miracles.	Prepare an interview on one of the miracles.	Explain how one of the miracles worked.	Make a diorama of one of the miracles.	Draw a poster of one of the miracles.	Write a poem on one of the miracles.
 Respond positively to God’s acts of kindness through these miracles.	Prepare a thank you speech to God for each of the miracles.	Make a list of the blessings each miracle brought.	Add a positive statement to the diorama.	Make a poster listing the blessings of the miracles.	Create a praise Psalm mentioning the blessings of each miracle.
 Share small bread buns and tell others of God’s love.	Prepare many small bread buns. Using small clean thorns, pin a Bible promise to each one. Now share these buns with others in the community, telling them of God’s love as you do.				
WRAP UP QUESTION How do you see God in this story?					

THEME Stories of Elijah **STORY** Arrows of Deliverance **BIBLE** 2 Kings 13:14-20 **UABS Vol** 5-2-10 **PAGES** 102-104

MEMORY VERSE 2 Kings 13:17 “The Lord’s arrow of victory, the arrow of victory over Aram!”

FOCUS How to be victorious with God.

FOCUS QUESTIONS Have you seen a bow and arrow?
How far can they shoot? What are they used for?

OUTCOMES	TEACHING STRATEGIES				
At the end of this story students will:	Speaking/Writing	Ordering	Toughing/Making	Looking/Seeing	Musical/Hearing
 <p>Know why Jehoash visited Elisha. Explain the meaning of the arrows.</p>	Write a doctor’s report on why you think Elisha is sick.	Write down why you think the King only beat the ground three times.	Make a bow and several arrows.	Draw a picture of a bow and several arrows. What do they mean?	Using some sticks create a rhyme to go with a 3 beat rhythm.
 <p>Decide to visit those that are sick. Respond enthusiastically to opportunities God provides.</p>	Make a report on why you want to visit someone or do God’s will.	List the opportunities you have for serving God.	Mime some ways you can serve God.	Tell what you see when people are serving God.	Tell what you hear when people are serving God.
 <p>Arrange a visit to a sick person. Create an object lesson using arrows.</p>	Prepare a message of hope to share when visiting the sick.	Organise the visit to the sick people.	Prepare some extra arrows to use as an object lesson when visiting the sick.	Prepare some pretty get well cards to share when visiting the sick.	Prepare some songs to share when visiting the sick.
WRAP UP QUESTION How do you see God in this story?					

THEME Stories of Conflict and Blessing **STORY** The Choir that Won a Battle **BIBLE** 2 Chronicles 20:1-26 **UABS Vol** 5-3-1 **PAGES** 107-110

MEMORY VERSE 2 Chronicles 20:15 “Do not be afraid or discouraged because of this vast army. For the battle is not yours, but God’s.”

FOCUS God helps His praying people. **FOCUS QUESTIONS** Have you ever heard a large choir sing? What did they sound like?
Would you like to be in a choir? What part would you sing?

OUTCOMES	TEACHING STRATEGIES				
At the end of this story students will:	Speaking/Writing	Ordering	Touching/Making	Looking/Seeing	Musical/Hearing
 <p>Understand that there is power in prayer. Know that God works wonders when His children pray to Him for help.</p>	<p>Pretend you are King Jehoshapat, relate the problem to the people and call for everyone to worship/pray.</p>	<p>Make a list of some problems you probably have -at home -at school. Pray about these.</p>	<p>Divide the class into two groups to act out the story.</p>	<p>In groups interpret the story by drawing it on a mural.</p>	<p>Create a marching song of victory. “I’m in the Lord’s army.</p>
 <p>Appreciate prayer times whether individual or collectively.</p>	<p>Write a letter to God about a problem you have, and ask Him to solve it.</p>	<p>Pray about a specific problem from the list and cross it off as the prayer is being answered.</p>	<p>Have a praise service in the class to thank God in advance for answering their prayers.</p>	<p>Make posters with slogans. Eg. “Any Problem? Pray!” Pray, God cares etc.</p>	<p>Sing the song while marching on the playground. Have somebody to pray after the march.</p>
 <p>Demonstrate by praying with a friend in class about any problem they may have.</p>	<p>Gather into groups, share a problem you have and pray about each member’s problem.</p>	<p>Organise children in their need areas and talk about ways to solve the problem.</p>	<p>Go to the community and pray for elderly people etc.</p>	<p>Pin up posters in the neighbourhood.</p>	<p>Sing with different musical instruments while marching.</p>
<p>WRAP UP QUESTION How do you see God in this story?</p>					

THEME Stories of Conflict and Blessing **STORY** Baby Hidden in the Temple **BIBLE** 2 Kings 8:16-18, 24-27; 11:1-21
2 Chronicles 20:1-24:1 **UABS Vol** 5-3-2 **PAGES** 111-114

MEMORY VERSE 2 Kings 11:3 “He remained hidden with his nurse at the temple of the Lord for six years while Athaliah ruled the land.”

FOCUS Wanting to hold high positions can break up relationships. **FOCUS QUESTIONS** If you had to hide for a whole week, where would you hide? Why?
Where is the best place to hide for a long time?

OUTCOMES	TEACHING STRATEGIES				
At the end of this story students will:	Speaking/Writing	Ordering	Touching/Making	Looking/Seeing	Musical/Hearing
 <p>Understand that it is God who chooses people to lead. Know that having good relationships within the family is important. Understand that having your own way instead of God leading doesn't last.</p>	Express how you feel about the story to your group or class.	Make a list of Bible characters that God chose to be leaders and why they were chosen.	In groups role play the story.	Divide the class into groups and let them draw a mural on the different parts of the story.	Create a song from the memory verse and sing it every morning.
 <p>Decide to allow the Lord to lead one's life.</p>	Talk about God's leading in Joash's life. Talk about the end result of planning evil to gain positions.	Make a list of values God wants to see in a leader.	Mime the duties of a King.	Using cartoons illustrate the story.	Create a song inviting others to allow God to lead in their lives.
 <p>Share with others God's leading in your life.</p>	Choose a method to match your learning style. Now go and share God's leading with someone who doesn't know Jesus yet.				
WRAP UP QUESTION How do you see God in this story?					

THEME Stories of Conflict and Blessing **STORY** The Big Money Box **BIBLE** 2 Kings 12:4-14, 2 Chronicles 24:4-14 **UABS Vol** 5-3-3 **PAGES** 115

MEMORY VERSE 2 Chronicles 24:4 “Collect all the money that is brought as sacred offerings to the temple of the Lord.”

FOCUS Giving offering in Church. **FOCUS QUESTIONS** Why do we give our offering?
Where is it used?

OUTCOMES	TEACHING STRATEGIES				
At the end of this story students will:	Speaking/Writing	Ordering	Touching/Making	Looking/Seeing	Musical/Hearing
 <p>Understand that offerings are to be used in the things of God. Know that God blesses us when we give willingly.</p>	Write a report of the story. “The Big Money Box.”	Make a list of needs to be repaired in your church building.	Re-enact the story of -Joash -Money Box	Make a model temple out of carton boxes.	Create a song from the memory verse.
 <p>Respond to God by giving an offering in church. Surrender self as an offering to God.</p>	Discuss in groups the importance of giving to God. Report to the class.	List responsibilities we have towards our church. Eg –offering, cleaning.	Write the memory verse on 10 pop sticks then mix up and reassemble in the correct order.	Design a church and estimate the cost of building it. How would you collect money to build?	Sing – “Hear the coins dropping,” etc. Sing – “I am an offering.”
 <p>Choose to give our offerings faithfully.</p>	Write a letter to God offering your life to be used by Him.	List problems that will arise if God’s church is not repaired?	Re-enact the play during school assembly and stress the importance of giving to God.	Place a money box at the door of the classroom to collect for an outreach activity.	Create a new offering song.
WRAP UP QUESTION How do you see God in this story?					

THEME Stories of Conflict and Blessing **STORY** The King who Became a Leper **BIBLE** 2 Chronicles 24:15-26:21 **UABS Vol** 5-3-4 **PAGES** 119-122

MEMORY VERSE Proverbs 16:18 “Pride goes before destruction, a haughty spirit before a fall.”

FOCUS Faithful to God – success.
Pride – fall.

FOCUS QUESTIONS Why do people turn away from God after experiencing His blessing?

OUTCOMES	TEACHING STRATEGIES				
At the end of this story students will:	Speaking/Writing	Ordering	Touching/Making	Looking/Seeing	Musical/Hearing
 <p>Understand that success only comes when you are faithful to God. Know that pride goes before destruction.</p>	<p>In groups discuss then share with the class what important lessons are taught in this story.</p>	<p>Make a list of class rules and discuss the consequences of disobedience.</p>	<p>Role play Uzziah in the temple.</p>	<p>Paint a mural of Uzziah in the temple.</p>	<p>Pretend you are in the temple. What do you hear happening?</p>
 <p>Appreciate God's blessings. Choose to walk in His way.</p>	<p>Prepare a press release about “The King Who Became a Leper.”</p>	<p>In groups discuss the causes of Uzziah's fall from being successful to being a leper. Share with the class.</p>	<p>Mime/Act out in groups what pride and anger can do to a person's life.</p>	<p>Draw pictures to match the memory verse.</p>	<p>Write a Psalm praising God for His blessings.</p>
 <p>Share experiences about God's goodness.</p>	<p>Share with a friend in class some blessings he/she experienced from God.</p>	<p>List Uzziah's accomplishments.</p>	<p>Mime Uzziah as a leper.</p>	<p>Make a wall hanging of the memory verse.</p>	<p>Share a poem about God's goodness to you.</p>
<p>WRAP UP QUESTION How do you see God in this story?</p>					

THEME Stories of Conflict and Blessing **STORY** Captives Set Free **BIBLE** 2 Kings 15:38- 16:20 **UABS Vol** 5-3-5 **PAGES** 123-126
 2 Chronicles 27:1,9-28:15

MEMORY VERSE Matthew 25:40 “The King will reply, “I tell you the truth, whatever you did for one of the least of these brothers of mine, you did for me.”

FOCUS Dealing with captives / prisoners.

FOCUS QUESTIONS How should we treat captives or prisoners?
 If you see prisoners working on the road how would you feel about them?

OUTCOMES	TEACHING STRATEGIES				
At the end of this story students will:	Speaking/Writing	Ordering	Touching/Making	Looking/Seeing	Musical/Hearing
 <p>Tell how we should treat captives. Explain why the four men are good models to follow.</p>	Prepare a newspaper report about the story.	Talk about how Jesus treated people who were his enemies.	Prepare a mime showing the different aspects of the story.	Draw the sequence of events leading up to the freeing of the captives / prisoners.	Sing – “This is my commandment that you love one another.”
 <p>Respond with kindness to all those who are captives in some way. Strive to be like the four men.</p>	Interview the four good men in the story.	Make a list of gifts we could share with prisoners’ children.	Re-enact the story of the “Captives Set Free.”	Brainstorm on the word “Captive”	Write a poem about the four men.
 <p>Help a person with a bad health habit to overcome it.</p>	Pray with a friend in class over a weak area in his/her life.	In groups write a report card on the character qualities of the four men. Report to the class.	Visit prisoner’s homes to distribute gifts.	Identify children in the school with cuts, sores and clean them up and put medicine on them.	Share this poem with a sick person.
WRAP UP QUESTION How do you see God in this story?					

THEME Stories of Conflict and Blessing **STORY** Two Wonderful Weeks **BIBLE** 2 Chronicles 2:9 **UABS** Vol 5-3-6 **PAGES** 127-132

MEMORY VERSE 2 Chronicles 29:30 “So they sang praises with gladness and bowed their heads and worshipped.”

FOCUS Reclaiming the temple for worship.

FOCUS QUESTIONS

Why do we have to keep our churches clean?

Is your church clean? Is there anything you can do to make it cleaner?

OUTCOMES	TEACHING STRATEGIES				
At the end of this story students will:	Speaking/Writing	Ordering	Touching/Making	Looking/Seeing	Musical/Hearing
 <p>Tell why the temple had to be cleansed. Describe the celebrations of the first worship service.</p>	<p>Write a letter to God telling Him what you have learned from the story. Share with the class.</p>	<p>Make a list of things the Levites did in the cleaning up of the temple.</p>	<p>Re-enact the story into tow groups.</p>	<p>Construct a temple out of cardboard</p>	<p>Pretend you are at the first temple service. What do you hear?</p>
 <p>Search in their own lives for areas that need cleaning. Respond in worship to God for His cleansing and blessing.</p>	<p>Discuss the feelings of different characters in the story after the work was completed.</p>	<p>Make a list of areas that need cleaning in our lives – God’s temple. Pray about it.</p>	<p>Plan and present a worship programme for a local church.</p>	<p>Paint / draw a mural of the inside of the temple before and after cleaning.</p>	<p>Sing praise songs: “Praise Him, Praise Him, Praise Him in the morning.” “How Great Thou Art.”</p>
 <p>Assist in the cleaning of the local church. Create a worship program for the whole church family.</p>	<p>Discuss what can be accomplished through unity. Then share with the class.</p>	<p>Prepare a diary entry for a typical day in Hezekiah’s life, taking into account “Two Wonderful Weeks.”</p>	<p>Be involved in a church clean up day.</p>	<p>Draw pictures to match the memory verse.</p>	<p>Have praise service of testimonies, singing, short talks, prayer.</p>
<p>WRAP UP QUESTION How do you see God in this story?</p>					

THEME Stories of Conflict and Blessing **STORY** Great Joy in Jerusalem **BIBLE** 2 Chronicles 30 **UABS** Vol 5-3-7 **PAGES** 133-136

MEMORY VERSE 2 Chronicles 30:9 “ For the Lord your God is gracious and compassionate. He will not turn his face from you if you return to him.”

FOCUS An invitation for the whole nation to worship God.

FOCUS QUESTIONS What is the best celebration you have been to? How long did it last?
What makes a good celebration?

OUTCOMES	TEACHING STRATEGIES				
At the end of this story students will:	Speaking/Writing	Ordering	Touching/Making	Looking/Seeing	Musical/Hearing
 <p>Explain why Hezekiah issued the invitation for everyone to worship. Tell some of the excuses people would have used to stay away.</p>	<p>Write an invitation letter to a friend to attend an organised church get together.</p>	<p>Discuss appropriate behaviour for a worship service.</p>	<p>Dramatize episodes from the story.</p>	<p>Make a scroll for the memory verse.</p>	<p>Write a song for the Levites to lead the celebrations with.</p>
 <p>Express a desire for all to worship God. Feel sorrow and sadness for those who do not attend worship.</p>	<p>Discuss in groups the importance of worshipping God. Share with the class.</p>	<p>Have children express how they feel about being involved in a combined worship where two or three churches meet to praise God.</p>	<p>Roster students to organise and conduct class worships.</p>	<p>Write a big book with pictures on “Great joy in Jerusalem.”</p>	<p>Tell what you hear when a large group of people are worshipping.</p>
 <p>Prepare an invitation to come and worship God. Prepare a worship program to last all Sabbath.</p>	<p>Prepare to lead out in the worship program.</p>	<p>Prepare a worship programme and invite the whole school to participate.</p>	<p>Organise the furniture and other pieces for the program.</p>	<p>Send out the invitation and decorate the venue.</p>	<p>Prepare the special items for the program.</p>
<p>WRAP UP QUESTION How do you see God in this story?</p>					

THEME Stories of Conflict and Blessing **STORY** Heaps and Heaps of Blessings **BIBLE** 2 Chronicles 31 **UABS Vol** 5-3-8 **PAGES** 137-140

MEMORY VERSE 2 Chronicles 31:20 “Hezekiah did what was good and right and faithful before the Lord his God.”

FOCUS Being generous in our offerings to God.

FOCUS QUESTIONS

What is the largest amount of money you have ever seen? What was it used for?

OUTCOMES	TEACHING STRATEGIES				
At the end of this story students will:	Speaking/Writing	Ordering	Touching/Making	Looking/Seeing	Musical/Hearing
 <p>Explain what Hezekiah got the people to do. Tell how God responded to the people's faithfulness.</p>	<p>Write a letter to your parents telling them what you have learned about being generous in giving.</p>	<p>List in two columns what you get when you are faithful to God and what you get when unfaithful.</p>	<p>Dramatize the story in groups and present to the whole class.</p>	<p>Draw pictures to illustrate the many blessings we receive from God.</p>	<p>Write a Psalm thanking God for His generosity.</p>
 <p>Respond with generosity to God's goodness.</p>	<p>Talk about what it means to respond to God through the generous giving of tithes and offerings.</p>	<p>Make a list of “blessings” you receive from God -individually. -family. -school and present to the class.</p>	<p>Mime -giving generously -receiving heaps of blessings -parts of the story you like best.</p>	<p>Make slogans about giving: Eg. “ The more you give the more you’re blessed.” “Give – blessings will flow.”</p>	<p>In groups compose a tune to the words of the memory verse. Sing it to the class.</p>
 <p>Commence paying tithe.</p>	<p>Talk about tithing. Discuss the implications it has on our lives.</p>	<p>Cross dates on the calendar every time you give tithes to God. At the end of the month add the amount of money you gave.</p>	<p>Bring food to sell. Class collects all the money and put tithe in an envelope to give to God in Church.</p>	<p>Decorate a box to put at the classroom door for “gifts.”</p>	<p>Share the Psalm with the class.</p>
<p>WRAP UP QUESTION How do you see God in this story?</p>					

THEME Stories of Kings and Prophets **STORY** Why Israel Fell **BIBLE** 2 Kings 17:1-18 **UABS** Vol 5-4-1 **PAGES** 142-145

MEMORY VERSE 2 King 17:18 “So the Lord was very angry with Israel and removed them from his presence.”

FOCUS The place of suffering and affliction. **FOCUS QUESTIONS** Tell of a time when you were disobedient to your parents. What happened to you?

OUTCOMES	TEACHING STRATEGIES				
At the end of this story students will:	Speaking/Writing	Ordering	Touching/Making	Looking/Seeing	Musical/Hearing
 <p>Recognise why God allows suffering. Understand that sin separates us from God. Realise that God is mighty to save, when we repent.</p>	Pretend you are God. Tell the Children of Israel why they are being taken captive.	Make a list of the things Israel disobeyed God over.	For each of the things Israel did wrong, mime an expression of God’s face when He saw it.	Pretend you are a captive. Tell what you see behind you and ahead of you.	Create a marching song for the Children of Israel to march to as they are taken captive.
 <p>Decide to respect God’s holiness. Believe that God is not willing that any should perish. Accept that through faith in Jesus our salvation is sure.</p>	Write a letter from God telling the Israelites what His dreams were for them.	Pretend you are God. Outline the reasons you are punishing Israel.	Create a play that shows God welcoming sinners to His Kingdom.	Make a banner for the captives encouraging them about God’s love.	Write a psalm from God telling the people He doesn’t want them to perish but to love Him only.
 <p>Help each other not to rebel against rules and regulation.</p>	Write little notes to the children to encourage them to obey the school rules.	Spend time with the disobedient children at school and encourage them to obey.	Show other children how to obey the school rules.	Write up and decorate a poster of the school rules.	Perform the hymn 590 “Trust and obey,” at a school assembly.
WRAP UP QUESTION How do you see God in this story?					

THEME Stories of Kings and Prophets **STORY** Youth with a Vision **BIBLE** Isaiah **UABS Vol** 5-4-2 **PAGES** 147-153

MEMORY VERSE Isaiah 41:10 “So do not fear, for I am with you; do not be dismayed, for I am your God.”

FOCUS Isaiah spreads God’s message of hope. **FOCUS QUESTIONS** How do you respond when someone important calls you?

OUTCOMES	TEACHING STRATEGIES				
At the end of this story students will:	Speaking/Writing	Ordering	Touching/Making	Looking/Seeing	Musical/Hearing
 <p>Tell how Isaiah responded to God’s call on his life. Summarise God’s message through Isaiah to Israel.</p>	Write down the message that God was really trying to tell Israel.	Compare two lists. One showing what Israel did and the other showing what God wanted them to do.	Act out God’s call to Isaiah.	Prepare a poster of a hot coal on a person’s lips with God’s question and Isaiah’s answer.	Create a call and answer song based on this story.
 <p>Be prepared to respond positively to God’s call on their life. Decide to tell others of God’s love.</p>	Prepare a call to other students to serve God.	Give good reasons for responding to God’s call to the students.	Create a puppet show that tells others of God’s love and calls for a positive response.	Tell others what it looks like when you have responded positively to God’s call.	Tell others what it sounds like when you have responded positively to God’s call.
 <p>Take part in a commitment service of dedication to God. Prepare a class witnessing program for the community.</p>	Prepare the sermon for the witnessing programme.	Organise a class witnessing program in the community.	Help with the props and furniture arrangements for the programme.	Draw illustrations that will help the programme. Also make welcome cards for the programme.	Take charge of the music and special items of the witnessing programme.

WRAP UP QUESTION How do you see God in this story?

THEME Stories of Kings and Prophets **STORY** Angel to the Rescue **BIBLE** 2 Kings 18:13-9:37; 2 Chronicles 32:1-22; Isaiah 36 & 37 **UABS Vol** 5-4-3 **PAGES** 154-159

MEMORY VERSE Isaiah 37:20 “Now O Lord our God, deliver us from his hand, so that all kingdoms on earth, may know that you alone O Lord, are God.”

FOCUS God’s protection of Jerusalem. **FOCUS QUESTIONS** What do you do when your safety is threatened?

OUTCOMES	TEACHING STRATEGIES				
At the end of this story students will:	Speaking/Writing	Ordering	Touching/Making	Looking/Seeing	Musical/Hearing
 <p>Tell how Hezekiah responded to Sennacherib’s threats. Explain how God saved Jerusalem.</p>	Write a play about the war of words between Sennacherib and Hezekiah.	Compare God’s might with Sennacherib’s and even Hezekiah’s.	Mime the meeting of the Assyrian commander and Ellsbim, Shelsna and Joash.	Pretend you are an Israelite on the city wall. Tell what you see.	Pretend you are an Israelite on the city wall. Tell what you hear.
 <p>Decide to turn their problems over to God. Respond joyfully to God’s delivering power.</p>	Write a letter of thanks to God for saving us.	Make a list of problems you have. Now pin them onto a picture of Jesus and give them to Him.		Draw a cartoon of someone handing their burdens over to Jesus.	Learn and sing the song “Cast your burdens onto Jesus.”
 <p>Create a response to people who do not believe in God. Prepare a praise response for God’s deliverance.</p>	Prepare a short talk helping people to believe in God.	Share a list with people telling them why they can trust in God.	Make small gifts and give it to someone to remind them of God’s deliverance and saving power.	Make a praise card to hang in a room and give it to someone to remind them of God’s love and salvation.	Sing songs of praise with your classmates as you go home from school. Share Jesus with those that stop to listen.
WRAP UP QUESTION How do you see God in this story?					

THEME Stories of Kings and Prophets **STORY** The Sun Turns Back **BIBLE** 2 Kings 20:1-11 **UABS Vol** 5-4-4 **PAGES** 160-162
 Isaiah 38:1-8

MEMORY VERSE Isaiah 38 “O Lord, don’t forget that I have been faithful to you, Lord. I have obeyed you with all my heart, and I do whatever you say is right.”

FOCUS Hezekiah prays not to die. **FOCUS QUESTIONS** Have you ever prayed to God for something you really wanted? What answer did you receive?

OUTCOMES	TEACHING STRATEGIES				
At the end of this story students will:	Speaking/Writing	Ordering	Touching/Making	Looking/Seeing	Musical/Hearing
 <p>Tell why Hezekiah prayed to God. Explain the miracles that God performed for Hezekiah.</p>	Pretend you are Hezekiah. Tell why you prayed to God.	Pretend to be Hezekiah. How many reasons can you give to not die but stay alive.	Make a simple sundial and place it outside the classroom. What would it mean if the shadow went backwards.	Describe what you see happening as Hezekiah sees the sundial going backwards.	Describe what you hear as Hezekiah prays not to die.
 <p>Express appreciation to God for the blessing of life.</p>	Prepare to give a testimony to the class about the blessing of life you have.	Make a list of all the things you appreciate God giving you for your life.	Use mime to show the class what you appreciate life for.	Draw a series of pictures that show your appreciation for the blessings of life.	Write a praise Psalm to God for the blessing of life.
 <p>Create a book of miracles or answered prayers to be shared with the community.</p>	Write up a story of answered prayer or miracles and put it in the book.		Decorate this book.	Place the pictures from above into the book.	Place the praise psalms from above into the book.
WRAP UP QUESTION How do you see God in this story?					

THEME Stories of Kings and Prophets **STORY** Visitors from Babylon **BIBLE** 2 Kings 20:12-17; Isaiah 38:17-19; 39:1-6 **UABS Vol** 5-4-5 **PAGES** 163-166

MEMORY VERSE Isaiah 38:17 “Surely it was for my own benefit that I suffered such anguish.”

FOCUS Hezekiah’s mistake. **FOCUS QUESTIONS** Have you made a mistake or acted unwisely. What happened as a result?

OUTCOMES	TEACHING STRATEGIES				
At the end of this story students will:	Speaking/Writing	Ordering	Touching/Making	Looking/Seeing	Musical/Hearing
 <p>Tell about Hezekiah’s mistake. Relate how God responded.</p>	Tell what God hoped Hezekiah would do and what he saw and how he felt.	Write down what Hezekiah did. Compare it to what he should have done.	Make a play about Hezekiah. Show him showing the Babylonians all his wealth.	Pretend you are an ambassador from Babylon. What did you see? What did you expect to see?	Pretend that you are a Babylonian ambassador. What did you hear? What did you expect to hear?
 <p>Appreciate that Hezekiah should have given glory to God not shown off his wealth. Commit to accepting God’s responses to our own mistakes.</p>	Explain what Hezekiah should have said.	Tell the class of all the things Hezekiah should have praised God for.	Make another play showing what Hezekiah should have done.	Tell what Hezekiah should have shown the Babylonians.	Write a psalm of honour and praise to God for healing and good health.
 <p>Create an expression of sorrow for our mistakes. Praise God for His blessings to us.</p>	Tell the class how we can express sorrow for our mistakes.		Create a rhythmic chant expressing sorrow for our mistakes.	Create a mural showing sorrow for our mistakes.	Write a poem of sorrow for our mistakes.
WRAP UP QUESTION How do you see God in this story?					

THEME Stories of Kings and Prophets **STORY** The Bad Boy King **BIBLE** 2 Kings 20:21 – 21:18
 2 Chronicles 32:33-33:6 **UABS Vol** 5-4-6 **PAGES** 167-169

MEMORY VERSE 2 Chronicles 33:13 “And when he prayed to him, the Lord was moved by his entreaty and listened to his plea.”

FOCUS The Results of Manassah’s Life as King. **FOCUS QUESTIONS** Have you ever been sorry for a mistake you made?
 Did you change your ways?
 How did you feel afterwards?

OUTCOMES	TEACHING STRATEGIES				
At the end of this story students will:	Speaking/Writing	Ordering	Touching/Making	Looking/Seeing	Musical/Hearing
 Describe the rulership of King Manassah. Explain God’s response to Manassah’s confession.	Tell the class about Manassah’s reign.	List reasons why you think God forgave Manassah.	Explain how God could forgive such wickedness.	Pretend you are an angel. Write down what you see Manassah doing for a day in his life.	Using rhythm and different instruments share the reign of Manassah at the beginning and end of his life.
 Express disappointment of Manassah’s initial reign. Be thankful for and appreciate God’s mercy.	Pretend you are God. Write down how you feel about Manassah’s reign.	Write down “I wish Manassah would……”from God.	Create a drama “I wish Manassah would……” from God’s perspective.	Describe the look on God’s face as Manassah seeks forgiveness.	Write a poem from God “I wish Manassah would……”
 Share God’s forgiveness of sins with others.	Tell someone about how God forgives.		Show someone how God forgives them.	Draw a poster that tells of a forgiving God.	Create a song about forgiveness and share it with others.

WRAP UP QUESTION How do you see God in this story?

THEME Stories of Kings and Prophets **STORY** The Good Boy King **BIBLE** 2 Kings 21:18 – 23; 2 Chronicles 33:20-35:19 **UABS** Vol 5-4-7 **PAGES** 170-175

MEMORY VERSE 2 Kings 22:2 “Josiah always obeyed the Lord, just as his father David had done.”

FOCUS Josiah’s good reign over Israel. **FOCUS QUESTIONS** How do you feel when you have discovered something that has been lost for a long time?

OUTCOMES	TEACHING STRATEGIES				
At the end of this story students will:	Speaking/Writing	Ordering	Touching/Making	Looking/Seeing	Musical/Hearing
 <p>Summarize Josiah’s rule. Tell all of what Josiah did when the Book of the Law was found.</p>	Tell what Josiah did when the book of the Law was found.	List everything that Josiah did when the scroll of Moses was found.	Act out the scene of the finding of the Book of the Law and giving it to Josiah.	Pretend you are Hilkiah. Tell what you saw when you went for the money in the temple.	Pretend you are Stephen. Tell what you heard when the Book of the Law was found.
 <p>Reflect on the impact of Josiah’s rule. Appreciate Josiah’s positive response to finding the Book of the Law.</p>	Tell of the impact that Josiah’s good rule had on the people.	In how many ways can you think did Josiah’s rule impact the people.	Divide the group into two. One group to mime some of the wickedness of the people, the other group to mime what happened after Josiah became King.	Create a banner for over Josiah’s throne that say words of appreciation for his good reign.	Write a thank you letter to Josiah for putting into action the book of the Law.
 <p>Prepare a list of school and church rules based on the Book of the Law.</p>	Read the list to the school.		Display the list on the classroom wall. Read the list to the school.	Decorate the list of rules. Read the list to the school.	Put the list to music and share it with the school. Read the list to the school.

WRAP UP QUESTION How do you see God in this story?

THEME Stories of Kings and Prophets **STORY** The Call of Jeremiah **BIBLE** Jeremiah 1 **UABS** Vol 5-4-8 **PAGES** 177-179

MEMORY VERSE Jeremiah 1:5 “Before you were born I set you apart; I appointed you as a prophet to the nations.”

FOCUS The Call of Jeremiah. **FOCUS QUESTIONS** Has God called you to be anything special?
Would you like him to call you?

OUTCOMES	TEACHING STRATEGIES				
At the end of this story students will:	Speaking/Writing	Ordering	Touching/Making	Looking/Seeing	Musical/Hearing
 <p>Relay the promises that God provided with his call. Tell of Jeremiah's response to God's call.</p>	<p>Pretend you are Jeremiah, what did you say to God? Why?</p>	<p>Pretend you are Jeremiah, give the reasons why you can't accept God's call.</p>	<p>Act out a play of God calling Jeremiah and Jeremiah's response.</p>	<p>Pretend you are an angel watching God call Jeremiah. Tell about what you see and the expression on Jeremiah's face.</p>	<p>Pretend you are Jeremiah. Tell what you heard God say to you. How did you feel?</p>
 <p>Express gratitude for God's plan for my life. Decide to place their lives into God's plan for them.</p>	<p>Prepare a testimony for the class expressing thanks for God's plan for your life.</p>	<p>Give reasons why we should give our lives into God's plan for us.</p>	<p>Create a praise banner for over the windows and doors expressing thanks to God for having a plan for your life.</p>		<p>Write a psalm of praise to God for having a plan for your life.</p>
 <p>Organise a program to call young people to give their lives to God.</p>	<p>Prepare testimonies and a small sermon that encourages listeners to give their hearts to Jesus.</p>	<p>Organise the program and the activities.</p>	<p>Be prepared to arrange the furniture and decorations.</p>	<p>Take responsibility for the decorations and pictures.</p>	<p>Prepare a number of items and music for the program.</p>
<p>WRAP UP QUESTION How do you see God in this story?</p>					

THEME Stories of Kings and Prophets **STUDY** Judah's Last Chance **BIBLE** 2 Chronicles 36:1-5; Jeremiah 3:22 11:22 **UABS Vol** 5-4-9 **PAGES** 180-183

MEMORY VERSE Jeremiah 3:12 "Unfaithful Israel, come back to me, I am merciful and will not be angry; I will not be angry with you forever."

FOCUS God wanted Judah to return to him and repent.

FOCUS QUESTIONS Have you heard Mum or Dad call you but pretended not to listen?
What happened?

OUTCOMES	TEACHING STRATEGIES				
At the end of this story students will:	Speaking/Writing	Ordering	Touching/Making	Looking/Seeing	Musical/Hearing
 Know the message that Jeremiah had to give for God.	Explain some of the pictures God used to call Judah to repentance.	How many different ways can you find that God asked Judah to repent?	Act out some of the images God used to call Judah to repentance.	Draw some pictures of the images God used to call Judah to repentance.	Write a poem about God calling Judah back to him.
 Respond positively to God's call to repentance on their lives.	Describe how you will respond to God's call to repentance.	Tell which of these ways appeal most to you and why.			
 Encourage others to live lives true to God's calling.	Invite someone to follow God and accept his forgiveness.	Make a gift and offer it to someone, then invite them to follow God's calling on their lives.	Be prepared to share a song before inviting someone to accept God's plan for their lives.		
WRAP UP QUESTION How do you see God in this story?					

THEME Stories of Kings and Prophets **STORY** Escape from a Well **BIBLE** Jeremiah 20:1-9;

26:20-f 23;
36:1-23;
37:12-38:13

UABS Vol 5-4-10

PAGES 184-189

MEMORY VERSE Jeremiah 20:9 “Your message burns in my heart and bones and I cannot keep silent.”

FOCUS The people’s treatment of Jeremiah.

FOCUS QUESTIONS Have you been in a deep hole?
What did it feel like?

OUTCOMES	TEACHING STRATEGIES				
At the end of this story students will:	Speaking/Writing	Ordering	Touching/Making	Looking/Seeing	Musical/Hearing
 <p>Explain why the people treated Jeremiah badly. Tell how Ebedmelech encouraged Jeremiah by his brave actions.</p>	Pretend you are an Israelite. Why don't you like Jeremiah's message?		Create a play about Ebedmelech and his kindness to Jeremiah.	Get a rope and tie rags to it. Display it. Explain to others what it means.	Write a message to go on Ebedmelech's tomb stone.
 <p>Express concern about the unfair treatment of people. Desire to be brave and kind like Ebedmelech.</p>	Tell what you could do in the village.		If you were brave and kind Ebedmelech. Tell what you could make for the village.	If you were brave and kind Ebedmelech. Tell what you could draw for the village.	If you were brave and kind Ebedmelech. Tell what you could sing for the village.
 <p>Create opportunities to serve others with kindness in the community.</p>	Plan what you can do as an act of kindness in the community. After finishing it, tell the people about Ebedmelech.				
WRAP UP QUESTION How do you see God in this story?					

THEME Stories of Kings and Prophets **STORY** Jerusalem Captured **BIBLE** 2 Kings 24:8-25:21
2 Chronicles 36:8-21 **UABS Vol** 5-4-11 **PAGES** 190-192

MEMORY VERSE 2 Chronicles 36:15 “The Lord sent word through his messengers again and again because he had pity on His people and on His dwelling place.”

FOCUS Jerusalem is destroyed and all the people captured. **FOCUS QUESTIONS** Have you seen a house or a building burn down? What was it like?
How was the fire put out? What was everyone doing?

OUTCOMES	TEACHING STRATEGIES				
At the end of this story students will:	Talking/Writing	Ordering	Touching/Making	Looking/Seeing	Musical/Hearing
 <p>Show how God's prophecies about Jerusalem had come true. Explain why Jerusalem was destroyed and all the people captured.</p>	Explain why Jerusalem was destroyed and all the people captured.	Set out in order what happened in Jerusalem from King Jehoiakim.	Using body movement demonstrate the destruction of Jerusalem.	Draw a filmstrip picture of the main events that led to Israel's fall.	Mimic the sounds you hear as Israel is being defeated.
 <p>Declare their complete trust in God's prophecies. Express a desire to remain true to God.</p>	Tell why we can trust God's prophecies.	How many reasons can be given for trusting God's word?	Create an object from the temple and tell how it reminds us to trust in God.	Draw pictures of the prophecies in this story that can be trusted.	Create a Psalm of trust in God's prophecies.
 <p>Prepare a series of meetings for the community encouraging people to be ready for Jesus' second coming.</p>	Organise the sermons and speaking parts.	Create a program with time for welcomes, prayers, testimonies, songs, sermon.	Help with setting up the furniture and other equipment.	Prepare flyers to advertise the meeting, and decorate the meeting place.	Prepare the music, songs and special items.
WRAP UP QUESTION How do you see God in this story?					

MEMORY VERSE Proverbs 20:11 “Even a child is known by his doing, by whether his conduct is pure and right.”

FOCUS God’s relationship with us.

FOCUS QUESTIONS

Does God have a plan for your life?

Do you know what it is? Are you excited by it?

OUTCOMES	TEACHING STRATEGIES								
At the end of this story students will:	Speaking/Writing	Ordering	Touching/Making	Looking/Seeing	Musical/Hearing				
 <p>Identify unclean and clean food. Understand that every decision we make has a consequence.</p>	<p>Pretend you are Daniel. Tell what is going through your mind when told to eat the King’s food.</p>	<p>Make a chart showing a choice and the consequences from it. Eg.</p> <table border="1" data-bbox="907 671 1196 874"> <thead> <tr> <th data-bbox="907 671 1048 730">Choice</th> <th data-bbox="1048 671 1196 730">Outcome</th> </tr> </thead> <tbody> <tr> <td data-bbox="907 730 1048 874">I will eat sweets for breakfast</td> <td data-bbox="1048 730 1196 874">I won’t feel like doing my work</td> </tr> </tbody> </table>	Choice	Outcome	I will eat sweets for breakfast	I won’t feel like doing my work	<p>Create a play with pictures of good food talking to bad food on the benefits you get from eating them. Eg corn chips talking to fish.</p>	<p>Using paper plates / banana leaves make a pretend meal that Daniel and his friends would accept.</p>	<p>Sing/say/compose a grace for a meal that would be acceptable for Daniel and his friends to eat. Discuss and identify why grace is important.</p>
Choice	Outcome								
I will eat sweets for breakfast	I won’t feel like doing my work								
 <p>Choose to do what is right according to God’s purpose. Eat a balanced diet.</p>	<p>Make a comparison of Daniel’s choices from Daniel 1 with your own choices and discuss the similarities and differences.</p>	<p>From a list of different kinds of food, make two columns and list Daniels’s type of food and those that are not.</p>	<p>Role play situations where children have to choose the right thing to do. Eg. The neighbour has lovely mangoes on their tree. Do you take one when no one is watching or do you ask if you can have one?</p>	<p>Draw up pictures on posters of a balanced meal and place on the classroom wall. Cut out and paste up pictures and articles concerning balanced meals.</p>	<p>Sing: “Jesus gave us pawpaw, watermelon, mango....”</p>				
 <p>Organise a good food day for the school.</p>	<p>Prepare a talk on good food. Tell the other classes about the good food day.</p>	<p>Plan and organise the good food day.</p>	<p>Help in setting up the good food day.</p>	<p>Put decorations and charts up emphasising good food.</p>	<p>Teach the students a new grace song before they start to eat.</p>				

WRAP UP QUESTION How do you see God in this story?

THEME Stories of Daniel **STORY** The Forgotten Dream **BIBLE** Daniel 2:1-12 **UABS Vol** 6-1-2 **PAGES** 15-19

MEMORY VERSE Daniel 2:20 “God is wise and powerful. Praise Him for ever and ever.”

FOCUS God controls times and season.

FOCUS QUESTIONS Have you ever had to live away from home?
What do you think it would be like to be taken away from home by the police or rebels or rascals?

OUTCOMES	TEACHING STRATEGIES				
At the end of this story students will:	Speaking/Writing	Ordering	Touching/Making	Looking/Seeing	Musical/Hearing
 <p>Describe the events that led to the fury of the King and the demand for the death of all the wise men.</p>	Prepare a dialogue between you and a fellow magician discussing the King's decision to have you all put to death.	Outline the steps Daniel took to change the Kings order to kill all the wise men.	As a class put on a drama of this event.	Draw a picture of a worried King sitting on his throne.	Compose a song that describes the King's forgetfulness and the fear the wise men have. The last part is about Daniel's intervention.
 <p>Have the assurance that God will always be near in difficult situations.</p>	Now do the same activity as above but for Daniel's group once they heard the edict.	<p>Play a game of working out what face represents what kinds of emotions.</p> <p>Draw as many different kinds of faces and have your friends identify the emotion.</p>	In groups have the class pray for their leaders, for good visions and understanding.	Draw two faces of a person worried and a person who isn't worried. Beneath each face write a description of the face, place them on the walls.	Working in groups, add music to the song. Sing it to the class.
 <p>Assist those who need God's assurance of love and care.</p>	Prepare a short talk to give to someone who is worried. Tell them of God's care for them.	Prepare a short talk to give to someone who is worried. Tell them of God's care for them.	Organise a visit to the hospital or to a disabled peoples' centre and share with them the news that God cares for them too.	Share a card of encouragement with some worried person	Sing the song to those who are worried. Sing: "My Lord knows the way through the wilderness."
WRAP UP QUESTION How do you see God in this story?					

THEME Stories of Daniel **STORY** Wonderful Prayer Meeting **BIBLE** Daniel 2:13-25 **UABS Vol** 6-1-3 **PAGES** 20-23

MEMORY VERSE Daniel 2:22 “He reveals things that are deep and secret, he knows what is hidden in darkness and he himself is surrounded by light.”

FOCUS God is the revealer of secrets.

FOCUS QUESTIONS When you speak to God do you hear Him speak back to you?
What has He said?

OUTCOMES	TEACHING STRATEGIES				
At the end of this story students will:	Speaking/Writing	Ordering	Touching/Making	Looking/Seeing	Musical/Hearing
 <p>Know and understand the significance of Daniel's friends' prayer.</p>	<p>Imagine you are Daniel and in groups of four write down the kind of prayer each member would make.</p>	<p>Study the prayer habit of Daniel and list down what stops each child from following it.</p>	<p>Role play the different characters in the story.</p>	<p>Cut and paste pictures of people praying together on a board at the back of the class.</p>	<p>Put together the prayer of the four members in a group and compose a song based on the prayer.</p>
 <p>Develop an attitude of turning to God in prayer every time you are confronted with impossible situations in life.</p>	<p>Prepare a speech on how we should turn to God when faced with impossible situations.</p>	<p>Draw up a timetable of prayer. Show it to your teacher. Take the timetable home to parents and have the parents check to see that it is followed for a week. Take it back to the teacher and report on progress.</p>	<p>Prepare a skit that demonstrates answered prayers.</p>	<p>Draw a hand of prayer and for each finger write five things to pray for in a week.</p>	<p>Organise a circular prayer of thanks around the class where everyone says a one sentence prayer of thanks.</p>
 <p>Organise a week of prayer for the school.</p>	<p>Choose 5 people to do the speaking for the week of prayer. Use students to do this.</p>	<p>Organise the daily program.</p>	<p>Be prepared to assist with arranging the classroom and materials for the week of prayer.</p>	<p>Send out invitations and decorate the room with flowers etc.</p>	<p>Organise the special items for the week of prayer.</p>
<p>WRAP UP QUESTION How do you see God in this story?</p>					

THEME Stories of Daniel **STORY** Image That Vanished **BIBLE** Daniel 2:26-35 **UABS Vol** 6-1-4 **PAGES** 24-26

MEMORY VERSE Daniel 2:23 "I will praise and honour you, God of my ancestors. You have given me wisdom and strength, you have answered my prayers and shown us what to tell the King."

FOCUS Dream was revealed. **FOCUS QUESTIONS** Have you ever had a dream that has bothered you?

OUTCOMES	TEACHING STRATEGIES				
At the end of this story students will:	Speaking/Writing	Ordering	Touching/Making	Looking/Seeing	Musical/Hearing
 Describe how Daniel was able to interpret the King's dream.	Retell the story in your own words to a friend and then change places and do it again.	Use cardboard to make a puzzle that fits together all parts of the image.	Use wet sand / clay or dough to build an image and with a stone destroy the image.	As Daniel approaches the King, tell what you see happening.	Compose a song based on the memory text.
 Appreciate God's power to reveal secrets.	Write a letter to God thanking Him for revealing the King's dream.	Find out the main idea in Daniel 2:23.	Role play the conversation between Daniel and King Nebuchadnezzar.	Use different colour plasticine or clay to make the model of the image.	Tell what you hear Daniel and his friends praying for as they kneel before God.
 As a practice run for the community share the fulfilment of the prophecies with the church community.	Prepare the talks about the fulfilment of the prophecies. Send out invitations as well.	Draw a timeline of the order of events prior to Christ's Second Coming. Share this at the meeting. Organise the program.	Assist with the arrangements for the meeting. Share the symbols that you have created above.	Decorate the room and place illustrations of the empires around the room.	Prepare some songs for the program.
WRAP UP QUESTION How do you see God in this story?					

THEME Stories of Daniel **STORY** Vision of the Future **BIBLE** Daniel 2:36 - 48 **UABS Vol** 6-1-5 **PAGES** 27-32

MEMORY VERSE Daniel 2:45 "God had made known to the King what shall come to pass hereafter."

FOCUS God's restoration plan.

FOCUS QUESTIONS
 Are we going somewhere?
 Is there life after death?
 What will the second coming be like?

OUTCOMES	TEACHING STRATEGIES				
At the end of this story students will:	Speaking/Writing	Ordering	Touching/Making	Looking/Seeing	Musical/Hearing
 <p>State the different world empires that existed from the time of Daniel to now. Acknowledge that God alone knows the future.</p>	<p>Create a chart that shows each world empire.</p>	<p>List all the countries of Daniel 2 and the year of its fulfilment and their Kings.</p>	<p>Create a symbol for each world empire based on Daniel 2.</p>	<p>Tell how each empire looks different to the other as based on Daniel 1.</p>	<p>Write a poem "The Future belongs to God."</p>
 <p>Take notice of the signs of Christ's return.</p>	<p>Discuss how we can be ready for Jesus' Second Coming.</p>	<p>List down all the signs of Jesus' second coming as recorded in Matthew 24.</p>	<p>Do a dance of rejoicing when Jesus comes in the clouds from heaven.</p>	<p>In groups draw up a poster of Christ's Second Coming and use it to share in a branch Sabbath School.</p>	<p>Tell what you hear as each sign arrives telling of Jesus' soon coming.</p>
 <p>Share the fulfilment of the prophecies with the community.</p>	<p>Prepare the talks about the fulfilment of the prophecies. Send out invitations as well.</p>	<p>Draw a timeline of the order of events prior to Christ's second coming. Share this at the meeting. Organise the program.</p>	<p>Assist with the arrangements for the meeting. Share the symbols that you have created above.</p>	<p>Decorate the room and place illustrations of the empires around the room.</p>	<p>Prepare some songs for the program.</p>

WRAP UP QUESTION How do you see God in this story?

THEME Stories of Daniel **STORY** The Golden Idol **BIBLE** Daniel 3:1-13 **UABS** Vol 6-1-6 **PAGES** 33-37

MEMORY VERSE Exodus 20:4 “You shall not make for yourself an idol in the form of anything in heaven above or on the earth beneath or in the waters below.”

FOCUS The God who we serve is able to save us. **FOCUS QUESTIONS** Do you have idols in your house?

OUTCOMES	TEACHING STRATEGIES				
At the end of this story students will:	Speaking/Writing	Ordering	Touching/Making	Looking/Seeing	Musical/Hearing
 <p>Recognise the different forms of idols in our time.</p>	Describe the kind of worship expected of God in contrast to a form of worship King Nebuchadnezzar followed.	Calculate the height and width of the image Nebuchadnezzar built on the plain of Dura.	Prepare a skit showing people standing up for what is right.	As this story unfolds, tell what you see happening.	As this story unfolds, tell what you hear happening.
 <p>Determine in their hearts to only worship the true God.</p>	Describe what it feels like close to a fire. What things smell like after they have been burnt? Compare this with the experience of the three friends in the furnace.	Count the number of different instruments used at the dedication ceremony.	Create a heart out of clay and press Jesus' name into it. Use this to tell someone else what it means to only worship the true God.	Draw a picture that tells what it means to only worship the true God.	Identify the different instruments used at the dedication of the image and the sounds that each makes.
 <p>Look at their worship and see if it is true.</p>	As a class work together to try and decide what we have to do to truly worship God. How is this similar or different to how you worship God now?				
WRAP UP QUESTION How do you see God in this story?					

THEME Stories of Daniel **STORY** Thrown into the Flames **BIBLE** Daniel 3:14-29 **UABS Vol** 6-1-7 **PAGES** 38-43

MEMORY VERSE Daniel 3:19 “Our God we serve is able to save us from the fiery furnace, and He will rescue us from your hand O King.”

FOCUS Test of True Worship. **FOCUS QUESTIONS** Have you ever been in a crowd and everyone is staring at you?
How does it feel to stand out in a crowd?

OUTCOMES	TEACHING STRATEGIES				
At the end of this story students will:	Speaking/Writing	Ordering	Touching/Making	Looking/Seeing	Musical/Hearing
 <p>Mentally refuse to worship any idol gods. Recognise God’s power of deliverance in times of trouble.</p>	Pretend you are Shadrach. Share what is going through your mind as you hear the call to worship the image.	How many reasons can you think of for not bowing your knees to the image.	Make a model of the furnace out of clay. Try to light a fire in it.	What do you see as this story unfolds?	What do you hear as this story unfolds?
 <p>Follow God’s instructions even if it means death.</p>	Describe how you would react if you were one of the three friends.	Search other stories in scripture of fire that didn’t burn the object and draw a parallel with this story.	Use this furnace to explain what it means to obey God even if it means death.	Make a big banner of the memory verse to put at the back of the classroom.	Write a poem of encouragement for Daniel’s three friends.
 <p>Testify of God’s power to deliver His servants.</p>	Interview someone from the community who has a story of God’s deliverance when obedience was challenged.	Form an evaluation resulting in God’s deliverance. List conditions: <input type="text"/> + <input type="text"/> = God’s deliverance. What would happen if God had not intervened? List the possibilities and outcome.	Prepare a skit of God’s power of deliverance and share this with the class.	Cut the memory verse onto the screen and put it on the back of a T shirt.	Sing: “He is able...” “Know the Lord will make a way.....”

WRAP UP QUESTION How do you see God in this story?

THEME Stories of Daniel **STORY** The King Goes Mad **BIBLE** Daniel 4 **UABS Vol** 6-1-8 **PAGES** 44-48

MEMORY VERSE Daniel 4:17 “So that the living may know that the Most High is sovereign over the Kingdoms of men and gives them to anyone he wishes and sets over them the lowest of men.”

FOCUS God’s judgment on Nebuchadnezzar. **FOCUS QUESTIONS** Do you sometimes have dreams you cannot remember?
Do all dreams have meanings?

OUTCOMES	TEACHING STRATEGIES				
At the end of this story students will:	Speaking/Writing	Ordering	Touching/Making	Looking/Seeing	Musical/Hearing
 <p>Relate the story of the King receiving the mind of an animal. Recognise God’s power over the mind of men.</p>	<p>Read the story in the whole chapter of Daniel 2. Write down and discuss the reasons for God’s action.</p>	<p>Work out the length of time from the warning given to the time the King ate the grass.</p>	<p>Dramatise the story of Daniel giving the warning to the King followed by the King’s eating the grass for seven years.</p>	<p>Make a poster of the King wearing his crown on his head and eating grass with a cow.</p>	<p>Pretend you are the Kings guardian angel. Tell what you hear the night before the King goes insane.</p>
 <p>Respect leaders in the church and in the country. Learn to obey and follow God’s will for your life.</p>	<p>Describe what you would do if you were the King.</p>	<p>Find out the number of the warnings given and its fulfilment in the scripture.</p>	<p>Identify an action or a gesture in your culture that means respect / commitment.</p>	<p>Cut out pictures of people and things in this story and have children put them up on the board while a member relates the story.</p>	<p>Write a poem called “The King is Insane.”</p>
 <p>Practice being respectful when entering the Church.</p>	<p>Work together and write up some rules for behaviour in church. Share these rules with the students and the people at Church.</p>		<p>Perform the drama at church in AY’s or Sabbath School program.</p>	<p>Use the above activity in a beginner’s class.</p>	<p>Tell what you expect to hear in a Church that is respectful to God and reverent. Share it with the students and the Church.</p>
<p>WRAP UP QUESTION How do you see God in this story?</p>					

THEME Stories of Daniel **STORY** Writing on the Wall **BIBLE** Daniel 5 **UABS Vol** 6-1-9 **PAGES** 49-54

MEMORY VERSE Daniel 5:20 "But when His heart became arrogant and hardened with pride, he was deposed from his royal throne...."

FOCUS We must not use God's sacred things carelessly. **FOCUS QUESTIONS** How many other languages can you speak?
Which is the easiest and why?

OUTCOMES	TEACHING STRATEGIES				
At the end of this story students will:	Speaking/Writing	Ordering	Touching/Making	Looking/Seeing	Musical/Hearing
 <p>Interpret the writing on the wall. Express the right attitude to God's judgement.</p>	<p>Choose to write a newspaper story of this happening. Write for the King's newspaper or Daniel's newspaper.</p>	<p>Interpret the writing on the wall from scripture.</p>	<p>Dramatise the story using the language of a student. Get Daniel to interpret in English what was said in 'tok ples'.</p>	<p>Make a visual representation of the writing on the wall with its interpretation beneath it. Place it around the wall.</p>	<p>Pretend you are one of the guests at the feast. Tell what you hear as you watch the writing being done on the wall.</p>
 <p>Develop an attitude of fearing God. Acknowledge God's power.</p>	<p>Give an exercise with missing words that portray God's power from the passage.</p>	<p>Have students interpret other languages that says "God judges those who do not fear Him."</p>	<p>Role play the crowning of Daniel as the third ruler of Babylon.</p>	<p>Draw a picture of the King with his knees trembling.</p>	<p>Write a poem called "Trembling Knees."</p>
 <p>Encourage others to show God proper respect.</p>	<p>Visit someone in the village and tell them this story of Daniel. Encourage them to respect God.</p>	<p>Make two hearts; one of foam and the other of wood. Dip both into a dish of water. The foam will take in the water (God's heart) the wood will not (hard stubborn heart). Share this object lesson with the Sabbath School.</p>	<p>Draw a picture of a heart that is hard and boastful on wood and a soft heart on foam. Share this object lesson with someone in the village who doesn't know God.</p>	<p>Share your poem with someone in the village who doesn't know God.</p>	
<p>WRAP UP QUESTION How do you see God in this story?</p>					

THEME Stories of Daniel **STORY** Gabriel’s Glorious Secret **BIBLE** Daniel 9:2-25 **UABS Vol** 6-1-12 **PAGES** 66-70

MEMORY VERSE Daniel 9:4 “O Lord, the great and awesome God, who keeps his covenant of love with all who love him and obey his commands, we have sinned and done wrong.”

FOCUS God Fulfils his word.

FOCUS QUESTIONS How do you feel when a promise is kept?

How do you feel when a promise is broken?

OUTCOMES	TEACHING STRATEGIES				
At the end of this story students will:	Speaking/Writing	Ordering	Touching/Making	Looking/Seeing	Musical/Hearing
 Know the 70 weeks prophecy and its interpretation.	Write up a detailed description of the 70 weeks prophecy and its fulfilment.	Draw a timeline of the 70 weeks of Daniel 9 with its fulfilments.	Invite a pastor to speak on this subject.	Make a thank you card to God from Daniel for answering his prayer.	Make up a tune or use a melody you know for the memory verse.
 Be assured from God’s word in times of uncertainty. Have greater confidence in God’s word.	Write the conversations between Daniel and Gabriel.	Calculate the time from the end of the 70 weeks prophecy to our time today.	Interview Daniel for a Newspaper press release.	Make a story scroll of the prophecy.	Compose a song based on Daniel’s prayer and the answer to his prayer.
 Share the confidence in God’s word in Church.	Prepare a sermon on the fulfilment of the 70 weeks of prophecy.	Brainstorm ways God speaks to us today and share this in Church.	Relate the story by placing pictures of different events on a timeline and share this in Church.	Cut from newspapers signs that show fulfilment of prophecies of Christ’s second coming and share this in Church.	Share in Church the sounds you have heard that tell you Jesus coming is near.
WRAP UP QUESTION How do you see God in this story?					

THEME Stories of Daniel **STORY** Daniel Sees Our Day **BIBLE** Daniel 12:1-4 **UABS** Vol 6-1-13 **PAGES** 71-75

MEMORY VERSE Daniel 12:4 "...Many will go here and there and knowledge will be increased."

FOCUS We are living in a time that Daniel prophesied.

FOCUS QUESTIONS How do you travel to town?
Have you travelled in an aeroplane? What did you see?

OUTCOMES	TEACHING STRATEGIES				
At the end of this story students will:	Speaking/Writing	Ordering	Touching/Making	Looking/Seeing	Musical/Hearing
 Will appreciate how knowledge has been increased.	Talk about inventions that weren't made in your grandparent's time.	How many inventions can you think of?	Using local materials, make a model of an invention you know of.	Draw pictures of some modern inventions.	Make sounds that match some of the inventions you know of.
 Will recognise that they are living close to the end of time.	From Daniel 12:1-4 write down how you know we are living in the end of time.		How does this model show that you are living in the time Daniel wrote about?	How do these pictures show that you are living in the time Daniel wrote about?	How do these inventions prove we are living in the time of the end.
 Share with others that Jesus is coming soon.	Share your talk with others to show that Jesus is nearly here.		Use your model to help show that Jesus is nearly here.	Use your pictures to show that Jesus is nearly here.	Use your invention sounds to help tell others about Jesus' soon return.
WRAP UP QUESTION How do you see God in this story?					

THEME Stories of Israel's Return **STORY** The Hour of Deliverance **BIBLE** Ezra 1:1-4; Isaiah 44:28-45:13 **UABS Vol** 6-2-1 **PAGES** 77-79

MEMORY VERSE Galatians 4:4 "But when the time had fully come, God sent his Son, born of a woman, born under law,..."

FOCUS Deliverance for Babylonian captivity. **FOCUS QUESTIONS** Have you waited for someone important and after a long delay they arrive? How does it feel?
How long are we going to wait for Jesus to come?

OUTCOMES	TEACHING STRATEGIES				
At the end of this story students will:	Speaking/Writing	Ordering	Touching/Making	Looking/Seeing	Musical/Hearing
 <p>Recognise that God's time line and prophecies are being fulfilled.</p>	<p>In groups, discuss, then share with the class, what important lessons are taught in this story and what it tells about God.</p>	<p>Research the background of this prophecy in Isaiah that named Cyrus 100 years before.</p>	<p>Role play the conversations between the King and Daniel.</p>	<p>Draw a picture map of events leading to this event of the news of deliverance.</p>	<p>Compose a song about your deliverance from sin to baptism.</p>
 <p>Accept God's ways and remain loyal to Him.</p>	<p>Discuss why the King was placed in this position and the change in him.</p>	<p>In groups, discuss and share ways this story helps us to be faithful to God.</p>	<p>Dramatise what the second coming will be like based on the Bible.</p>	<p>List and illustrate the different signs of Jesus coming.</p>	<p>Tell how this story is like the story of the second coming.</p>
 <p>Encourage others to keep watching and waiting for Jesus to come.</p>	<p>Begin a card ministry to encourage others that God will come on time.</p>	<p>As a class brainstorm ways of encouraging others to continue to wait for Christ's second coming.</p>	<p>Plan a treasure hunt where all signs lead to the treasure.</p>	<p>Create a poster advertising the second coming.</p>	<p>Sing songs about the second coming.</p>
<p>WRAP UP QUESTION How do you see God in this story?</p>					

THEME Stories of Israel's Return **STORY** The Road Back **BIBLE** Ezra 1:7-2:67 **UABS Vol** 6-2-2 **PAGES** 80-83

MEMORY VERSE Psalms 126:2,3 "The Lord did great things for them. The Lord did great things for us, and we are filled with joy."

FOCUS Marching out of Babylon.

FOCUS QUESTIONS Have you ever been extremely happy? What happened?
If you have ever been bound with a rope for two days how would you react when the rope was untied?

OUTCOMES	TEACHING STRATEGIES				
At the end of this story students will:	Speaking/Writing	Ordering	Touching/Making	Looking/Seeing	Musical/Hearing
 <p>Appreciate God's act of deliverance for his people.</p>	Write a letter of appreciation to King Cyrus for letting you return to Israel the land of your fathers.	Write up two lists. One for the reasons given to stay and one for reasons given to go back to Jerusalem.	Perform a dance of joy and celebration, possibly in traditional style for your return to Jerusalem.	Draw a picture of people moving out of the city with all their goods loaded on donkeys.	Tell what you hear as the people leave Babylon.
 <p>Be joyful always in the Lord.</p>	Write down a conversation between two children when the news of departure came.	List the kinds of things they would either carry or leave behind.	Prepare a drama about the Israelites home coming.	Retell the story with paper bag puppets.	Write a thankyou Psalm to God for your departure from Babylon.
 <p>Hold a praise service for the community to attend.</p>	Arrange for the speakers and testimonies of praise and invite the community people along as well.	Organise the program.	Make suitable gifts for each community visitor to receive at the praise service. Assist with arranging seating and materials.	Prepare verses of praise from the Psalms and share these with the visitors.	Lead out in the songs of praises and prepare a number of special item praise songs.
WRAP UP QUESTION How do you see God in this story.					

THEME Stories of Israel's Return **STORY** Songs and Tears **BIBLE** Ezra 3 **UABS Vol** 6-2-3 **PAGES** 84-88

MEMORY VERSE Exodus 20:3 "Worship no other gods but me!"

FOCUS Return to worship the true God.

FOCUS QUESTIONS Have you witnessed someone who returns to Christ?
How do you feel when you worship God each Sabbath?

OUTCOMES	TEACHING STRATEGIES				
At the end of this story students will:	Speaking/Writing	Ordering	Touching/Making	Looking/Seeing	Musical/Hearing
 <p>Appreciate the reason for all the tears and songs of the people.</p>	Write a diary of events of the journey from Babylon to the ruins of Jerusalem.	Design a new home a father would build for his family.	Act out the people crying when they saw the ruined temple and as they remembered what it was once like.	Draw a picture of events from the time of Abraham to Babylonian captivity on a time line.	If you were one of those travelling what hymnal song would come to mind as you saw the mountains of Judea.
 <p>Be content with what the Lord has given to each of us.</p>	Construct a letter a teenager would write to a friend back in Babylon expressing how disappointed they were at the sight of Jerusalem.	Workout from the Bible what things are needed for making a burnt offering sacrifice.	Re-enact the first rebuilding of the altar and the first offerings to be sacrificed on it.	Make and wrap gifts to send back to a friend in Babylon / or do a postcard.	Select songs that would remind the class of a lost loved one and make them cry.
 <p>Organise a day of remembrance for the local Church.</p>	Invite the older Church members to share stories of their lives and the history of the Church.	Prepare a program to share the old stories of the history of the Church and God's blessing upon it.	Prepare presents to be given to each old person at Church at the end of the program.	Prepare remembrance posters to give to the young people of the Church encouraging them to remember how God has led in the past.	Prepare some songs to be used in this program.
WRAP UP QUESTION How do you see God in this story?					

THEME Stories of Israel's Return **STORY** More Trouble **BIBLE** Ezra 4 **UABS Vol** 6-2-4 **PAGES** 89-91

MEMORY VERSE Ezra 4:24 "Thus the work on the house of God in Jerusalem came to a stand still."

FOCUS The rebuilding of the Temple in Jerusalem comes to a stop. **FOCUS QUESTIONS** Why does God allow the heathens to stop the progress of His work?
How should we react to them when they try to stop us?

OUTCOMES	TEACHING STRATEGIES				
At the end of this story students will:	Speaking/Writing	Ordering	Touching/Making	Looking/Seeing	Musical/Hearing
 <p>Understand who was behind the stop work notice given for the building of the temple.</p>	Pretend you are Zerubbabel; write a letter to the King Artaxerxes. Remind him of why you are rebuilding the temple in the first place.	Compare the reasons for rebuilding Jerusalem with the reasons for stopping the work.	Dramatise the story of the successful attempt to stop the rebuilding of the temple.	Draw a diagram of an uncompleted building.	Compose a song that would cheer up the troubled people, a song of hope and courage.
 <p>Not give up or in to pressure when doing God's work.</p>	Rewrite the letter written to King Artaxerxes in today's business letter writing style.	If you were Zerubbabel what encouragement would you give your disappointed people.	Construct a temple out of bush materials.	Tell what you see as the people are told to stop work.	Tell what you hear as the people are told to stop work.
 <p>Be an active member in sharing the Lord's work.</p>	Write a letter to the Pastor offering to help him in his Church work.	Share with the Pastor a list of what you can do to help him at Church.	Organise the class to do some repair work on the church building.	Offer to help the Pastor in his work with the Church.	
WRAP UP QUESTION How do you see God in this story?					

THEME Stories of Israel's Return **STORY** Cheer Up! Be Strong! **BIBLE** Haggai 1:1-2:9 **UABS Vol** 6-2-5 **PAGES** 92-95

MEMORY VERSE Haggai 2:4 "... 'Be strong, all you people of the land,' declares the Lord, 'and work. For I am with you,' declares the Lord Almighty."

FOCUS Building God's place of worship first. **FOCUS QUESTIONS** If you had to choose between building your house or God's house first, which one would you choose?
Why did you choose this way?

OUTCOMES	TEACHING STRATEGIES				
At the end of this story students will:	Speaking/Writing	Ordering	Touching/Making	Looking/Seeing	Musical/Hearing
 <p>Recognise God's promise for his faithful people.</p>	Pretend you are Haggai. Prepare a message of encouragement for Zerubbabel and Joshua.	Outline the benefits of building the temple first.	Re-enact the visit from Haggai and the renewed spirit to rebuild the temple.	Make a mural of people coming together again to rebuild the temple.	Compose a song that those with renewed spirits would sing.
 <p>Determine in their hearts to be true and obedient to God amidst difficult conditions.</p>	Reflect on the courage and boldness of the prophet Haggai to visit the two leaders.	Discuss how God felt when everyone turned away to build their own houses.	Prepare a meal for the builders that would be delicious enough to renew their spirit to build.	Get each student to select one of their photographs that inspire them for God every time they see it and bring it to class. Make a collection and display them.	Sing: "For I'm building a people of power."
 <p>Bring encouragement to those who are discouraged.</p>	Visit a discouraged person and share with them a message of encouragement.	Visit a discouraged or sick person and encourage them to be strong in the Lord.	Offer to do some work for a person who is discouraged.	Visit a discouraged person and share a picture that brings you encouragement with them.	Prepare a poem of encouragement to give to someone at Church.
WRAP UP QUESTION How do you see God in this story?					

THEME Stories of Israel's Return **STORY** A Mountain Becomes a Plain **BIBLE** Ezra 5:1-6:15 Zechariah 4:6-10 **UABS Vol** 6-2-6 **PAGES** 96-99

MEMORY VERSE Zechariah 4:6 "Not by might nor by power, but by my Spirit says the Lord of Hosts."

FOCUS Rebuilding the walls of Jerusalem.

FOCUS QUESTIONS

If we want to move a lot of land from a place how do we do it?

Have you seen a bulldozer at work?

OUTCOMES	TEACHING STRATEGIES				
At the end of this story students will:	Speaking/Writing	Ordering	Touching/Making	Looking/Seeing	Musical/Hearing
 <p>Know the story of how the walls of Jerusalem were completed.</p>	Interview Zerubbabel as he works on the wall of Jerusalem.	Make a list of the different tools and work that had to be done to build the walls of Jerusalem.	Construct a wall of paper brick with the memory verse inscribed on it.	Build a mini city of Jerusalem with a wall around it. Use stones and plasticine for the walls	Compose a song of encouragement that the builders of the wall would sing.
 <p>Recognise the power of God in the rebuilding of the walls of the city.</p>	Explain the text Zechariah 4:6 and its significance in the rebuilding of the walls.	In groups discuss then share with the class what important lessons are learnt in this story.	Role play the role of Zerubbabel in the building of the walls.	In a group depict scenes of the different people building different parts of the walls.	Create an instrumental piece of music that portrays fear with courage.
 <p>Willingly share the story of God's power at work in our lives today.</p>	Write a story of God's power in the lives of someone today. Share it with another class.	Prepare a puzzle of words using the memory verse and play it with someone.	Mime people building and people watching. Share this at AYs	Draw a picture of God's hand. List everything God's hand can do for you, your class, and your family. Share this at home.	Sing a song of celebration at the completion of the building.
WRAP UP QUESTION How do you see God in this story?					

THEME Stories of Israel's Return **STORY** Why Ezra Ripped His Clothes **BIBLE** Ezra 7; 8; 9; 10 **UABS Vol** 6-2-7 **PAGES** 100-103

MEMORY VERSE Isaiah 63:7 "I will tell of the Lord's unfailing love because of His mercy and constant love."

FOCUS Forgiveness and love.

FOCUS QUESTIONS
 Why do people rip their clothes?
 Do people rip their clothes when they are sad?
 What do people in the village or town do when they are mourning?

OUTCOMES	TEACHING STRATEGIES				
At the end of this story students will:	Speaking/Writing	Ordering	Touching/Making	Looking/Seeing	Musical/Hearing
 <p>Appreciate God's gifts. Know that God gives gifts to members of His church.</p>	Perform a readers' theatre based on Ezra 7.	Make a list of what the money would be used for once they got it to Jerusalem.	Re-enact the story of Ezra ripping His clothes.	Pretend you are in the crowd on the rainy day that Ezra called the people together. Describe the looks on the faces of the people as they listen to Ezra.	Pretend you are in the crowd on the rainy day that Ezra called the people together. Describe what you hear as the people listen to Ezra.
 <p>Feel thankfulness for their church and for the people who work in it.</p>	Express the feelings of Ezra about the condition of those returning from Babylon.	Make a list of the people who work at the Church. Write why you are thankful for the work they do.	Participate in a clean-up around the church.	Paint encouraging messages on the classroom windows.	Write a poem of thanks for the people that do work at the Church.
 <p>Respond by worshipping God and by doing their part to support the church.</p>	Ask your Church Pastor if you can do some work at the Church each Sabbath.	Ask your Pastor for a list of things that you can do at Church. Choose one job and do it faithfully.	Role play different characters in the story. Share this at AYs.	Make thank you cards to those that work at the Church to show that they are noticed for what they are doing for the Church.	Read this poem out at Church or Sabbath School.
WRAP UP QUESTION How do you see God in this story?					

THEME Stories of Israel's Return **STORY** The King's Cupbearer **BIBLE** Nehemiah 1:1-2:9 **UABS Vol** 6-2-8 **PAGES** 104-107

MEMORY VERSE Nehemiah 2:4 "Then I prayed to the God of heaven and I answered the King."

FOCUS We can be brave when we ask for God's help.

FOCUS QUESTIONS Have you ever stood before a very important person?
How did you feel? Did you say anything?

OUTCOMES	TEACHING STRATEGIES				
At the end of this story students will:	Speaking/Writing	Ordering	Touching/Making	Looking/Seeing	Musical/Hearing
 <p>Know why Nehemiah was sad and what he decided to do.</p>	Explain why Nehemiah was sad.	Give as many reasons as possible as to why Nehemiah was sad.	Mime the expressions of sadness on Nehemiah's face.	Draw pictures of Nehemiah's sad face and explain why he was like this.	Make sounds of sadness and explain why Nehemiah was feeling sad.
 <p>Trust God to help them in time of need.</p>	Explain how we can trust God to help us, in time of need.		Make a play about how we can trust God in time of need.	Draw a picture strip of how to trust God in time of need.	Write a poem about trusting God in time of need.
 <p>Help to repair someone's home in the community.</p>	Advise the people of the class's plan.	Organise the working bee.	Assemble all the necessary tools and materials.	Make an encouragement card to give to the people helped.	Prepare a few songs to share at the end of the working bee when the card is given by the previous group.
WRAP UP QUESTION How do you see God in this story?					

THEME Stories of Israel's Return **STORY** Secret Journey **BIBLE** Nehemiah 2:9-18 **UABS Vol** 6-2-9 **PAGES** 108-110

MEMORY VERSE Nehemiah 2:17 "Come, let us rebuild the wall of Jerusalem, and we will no longer be in disgrace."

FOCUS Nehemiah knew that with God's help and others, the wall of Jerusalem could be rebuilt. **FOCUS QUESTIONS** Have you ever helped to rebuild something? What was it? How long did it take?

OUTCOMES	TEACHING STRATEGIES				
At the end of this story students will:	Speaking/Writing	Ordering	Touching/Making	Looking/Seeing	Musical/Hearing
 <p>Know how Nehemiah motivated the leaders in Jerusalem to rebuild the wall.</p>	How would you get a group of people motivated to complete a task?	Make a list of what you would need to rebuild the wall and what you would do to motivate people to work with you.	Mime Nehemiah's walk around the wall at night. Show the expressions on his face.	Draw a picture of what Nehemiah saw.	Pretend you are with Nehemiah at night. What sounds did you hear as you inspected the walls?
 <p>Be willing to help rebuild the walls of God's church today.</p>	Discuss with your Pastor what needs rebuilding in the congregation and what you can do about it.	Explain what things need rebuilding in your church today and what you can do.	Talk to the Pastor about what you can do to help rebuild a problem at your church.	Draw some things that you think the church needs to rebuild.	Write a song to help rebuild a problem at church.
 <p>Help with a working bee at church.</p>	Organise a church working bee for after school. Have the students clean, arrange, tidy the church and its gardens.				
WRAP UP QUESTION How do you see God in this story?					

THEME Stories of Israel's Return **STORY** Working Together **BIBLE** Nehemiah 3 **UABS Vol** 6-2-10 **PAGES** 111-114

MEMORY VERSE Philippians 4:13 "I can do all things through Christ who strengthens me."

FOCUS All things are possible with God.

FOCUS QUESTIONS When is it good to work together and when can we work separately / individually?
Do you like working by yourself or with a friend?

OUTCOMES	TEACHING STRATEGIES				
At the end of this story students will:	Speaking/Writing	Ordering	Touching/Making	Looking/Seeing	Musical/Hearing
 <p>Know and relate the story to a friend. Appreciate that God is in constant control.</p>	Write what effect it had on the people when everyone was assigned to build certain parts of the temple.	Calculate the number of gates built around Jerusalem.	Role play people building different parts of the wall.	Draw a picture of everyone building for God.	Pretend you are at the wall of Jerusalem. Tell what you hear as you stand there watching the building of the wall.
 <p>Accept and trust in God's provision. Be faithful to God.</p>	Work out what secret Nehemiah use to get everyone to work.	Count and name the groups assigned to build the walls of Jerusalem.	Tell the story by pasting pictures of characters on a board.	Create a poster encouraging others to be faithful to God.	Sing: When we all pull together, and then act out the song. Change the verse to build together.
 <p>Encourage others to be strong in the Lord.</p>	Write a letter to your Church pastor encouraging him to be faithful to God.	Share a list of the advantages of being faithful to God with an elder of the Church.	Use sand or mud to build a wall of the city of Jerusalem. Give this to a Community leader to encourage them to be faithful to God.	Draw and label the different parts of the wall and the city, identifying the gates and other parts. Show the Church and explain how it was done because Nehemiah was faithful to God.	Beat a drum or similar instrument that traditionally inspires people to work together. Use it to call the people to worship.
WRAP UP QUESTION How do you see God in this story?					

THEME Stories of Israel's Return **STORY** Ono Valley **BIBLE** Nehemiah 2:19,20; 4; 6:1-15 **UABS Vol** 6-2-11 **PAGES** 115-120

MEMORY VERSE Nehemiah 4:14 "Don't be afraid of them. Remember the Lord who is great and awesome."

FOCUS We need to stay focused on our work and not be distracted by other's threats. **FOCUS QUESTIONS** Have you ever had someone interrupt you when you were enjoying what you were doing? How did you react?

OUTCOMES	TEACHING STRATEGIES				
At the end of this story students will:	Verbal Linguistics	Logical Mathematical	Kinaesthetic	Visual Spatial	Musical
 Understand how Nehemiah remained focused on the task of rebuilding the wall of Jerusalem.	Pretend you are Nehemiah. Explain what makes you brave and keeps you focused.		Build a small model of the Jerusalem wall. Explain how Nehemiah stayed so focused.	Pretend you are a builder. What do you see happening on the wall? How does Nehemiah stay so focused?	Pretend you are a guard. What do you hear happening on the wall? How does Nehemiah stay so focused?
 Determine to finish any work God gives them to do.	Explain what you would do to finish a work God gave you to do.				
 Encourage the leaders of the Church or the Community to remain true to God and their appointment to office.	Invite a church, community or school leader to school. Share a speech of thanks and encouragement for the work they do.	Present your model to a leader and encourage them not to give up or get discouraged.	Make an encouragement card and give it to a leader.	Prepare some songs to share with a leader and encourage them not to give up.	
WRAP UP QUESTION How do you see God in this story?					

THEME Stories of Israel's Return **STORY** Great Joy in Jerusalem **BIBLE** Nehemiah 8;12:27-43 **UABS Vol** 6-2-12 **PAGES** 121-124

MEMORY VERSE Nehemiah 12:43 "And on that day they offered great sacrifices, rejoicing because God had given them great joy."

FOCUS The Jews celebrate the finishing of the wall of Jerusalem.

FOCUS QUESTIONS Have you ever been to a large celebration?
What happened there? Did you enjoy it or not?

OUTCOMES	TEACHING STRATEGIES				
At the end of this story students will:	Speaking/Writing	Ordering	Touching/Making	Looking/Seeing	Musical/Hearing
 <p>Know why Nehemiah and the children of Israel were so happy.</p>	Tell a visitor to Jerusalem why everyone is so happy and celebrating.	How many reasons can you think of for the people to be so happy?	Show the class a dance of celebration you think the Jews might have danced.	If you were there what would you see that would make you so happy?	Why would you want the people to join in with your songs of praise?
 <p>Appreciate the value of celebrating with God a job well done.</p>	Explain why we should praise God and celebrate His goodness to us.		Make a plaque that encourages us with a message to praise God.	Make a card that encourages the class to praise and celebrate God's goodness.	Choose a selection of praise songs to use in a celebration of God.
 <p>Organise a praise festival for God's blessings.</p>	Organise invitations and speeches to join in a time of praise to God.	Organise the celebration of praise.	Be prepared to help with arranging the furniture and decorations and materials for the praise service.	Create cards and decorations to help in praising God.	Write some psalms of praise to God and learn some songs to share as well.
WRAP UP QUESTION How do you see God in this story?					

THEME Stories of Israel's Return **STORY** Broken Promises **BIBLE** Nehemiah 9; 10; 13 **UABS Vol** 6-2-13 **PAGES** 121-124

MEMORY VERSE Nehemiah 10:39 "...We will not neglect the house of our God."

FOCUS The children of Israel fail to keep their promises. **FOCUS QUESTIONS** Have you ever made a promise? How easy was it to keep? Have you broken a promise? Why? What happened?

OUTCOMES	TEACHING STRATEGIES				
At the end of this story students will:	Speaking/Writing	Ordering	Touching/Making	Looking/Seeing	Musical/Hearing
 Realise how easily the Israelites forgot their promises.	Pretend you are Nehemiah. Prepare a speech for the people to be given the day after your return to Jerusalem.	From the Bible list the promises that were broken when Nehemiah returned.	Act out some of the things the Israelites had forgotten or broken their promise on.	Tell what Nehemiah saw when he returned to Jerusalem.	Tell what Nehemiah heard when he returned to Jerusalem.
 Commit to keeping the promise they make to God.	Choose a learning style and explain how we can keep our promises to God and not break them.				
 Encourage the church to remain faithful to God.	Prepare a short talk to encourage the members to remain faithful to God.	Give reasons to the members for remaining faithful to God.	Make a plaque with the words "Faithfulness to God" on it and give it to a church member. Tell the story behind the plaque.	Make a card that encourages members to stay faithful to God and give it to a church member. Tell the story behind the card.	Write a Psalm that encourages members to be faithful to God. Share it with the members.
WRAP UP QUESTION How do you see God in this story?					

THEME Stories of Queen Esther **STORY** A Star is Born **BIBLE** Esther 1:1-2:7 **UABS** Vol 6-3-1 **PAGES** 131-133

MEMORY VERSE Esther 2:7 “This girl who was also known as Esther was lovely in form and features, and Mordecai had taken her as his own daughter when her father and mother died.”

FOCUS God has a plan for each of us.

FOCUS QUESTIONS Tell of a special person in your life.
What is it that makes that person special?

OUTCOMES	TEACHING STRATEGIES				
At the end of this story students will:	Speaking/Writing	Ordering	Touching/Making	Looking/Seeing	Musical/Hearing
 <p>Know that God has a plan for them. Understand the importance of honouring God.</p>	In groups brainstorm on the word ‘Esther’, and present to the class.	Write a day’s diary of what Esther might have done in her home.	In two groups re-enact the story.	Write and illustrate a big book of Esther as in the story. Name the book “A Star is Born.”	In groups make up a song about Esther. Eg. Twinkle Twinkle little star.....”
 <p>Decide to grow up honouring God in all aspects of their lives.</p>	Dramatise an interview with Mordecai about what Esther was like when she was growing up in his home.	List values one should have to show that he/she honours God.	Mime some of the things Esther might have done as a little girl in Mordecai’s home.	Draw a picture of Esther as described in the story, then frame it.	Make up a song from the Memory Verse or a rap.
 <p>Follow God’s instructions. Recognise and affirm Esther’s traits in one another.</p>	Discuss in groups the importance of honouring God then share with the class.	Write a list of rules Esther might have followed as she was growing up.	In groups mime the kind of work God might have for you: doctor, police, nurse, and teacher, farmer, worker.	Look for positive traits in a friend and create a slogan for them eg. You’re loving. Awesome.	Look for positive traits in a friend and create a slogan for them eg. You’re loving. Awesome.
WRAP UP QUESTION Are you able to see God in Esther’s little life? How?					

THEME Stories of Queen Esther **STORY** Orphan Girl Becomes Queen **BIBLE** Esther 2:2-17 **UABS Vol** 6-3-2 **PAGES** 134-137

MEMORY VERSE Esther 2:15 “And Esther won the favour of everyone who saw her.”

FOCUS God’s Provision.

FOCUS QUESTIONS Have you ever been chosen for a special part or place in a ceremony?
How did you feel? How did you feel when someone got your part instead?

OUTCOMES	TEACHING STRATEGIES				
At the end of this story students will:	Speaking/Writing	Ordering	Touching/Making	Looking/Seeing	Musical/Hearing
 <p>Appreciate that God has created beauty. Know that God has a plan for each person.</p>	Discuss in groups the plans God might have for each one of them and how they can fulfil that plan in their lives.	Make a list of beautiful things God created and why God made those things beautiful.	Modernize Esther’s story and then re-enact.	Make a collage of Esther’s dress before and after becoming Queen.	Create a song about Esther.
 <p>Appreciate God’s beauty in nature. Follow God’s direction in their lives.</p>	Write a letter to thank God for the beautiful things He created. Be specific eg flowers, cats, etc.	Brainstorm beauty traits listing inner or outer qualities in two columns.	Interview the King and let him mime his responses about meeting Esther for the first time. Guess the response.	Draw in sequence the life of Esther till she became Queen.	List the beautiful things you hear in nature.
 <p>Always be neat and tidy. Have an attitude of keeping things clean.</p>	Write out a list of instructions on how to be neat and tidy.	List the end result of a person who has an attitude of keeping things clean all the time.	Take some time to reorganise furniture in the classroom and beautify the room.	Describe the way the school could look if it was neat and tidy.	Tell others how to make the school look neat and tidy.
WRAP UP QUESTION How can you see God in this story?					

THEME Stories of Queen Esther **STORY** A Plot in the Palace **BIBLE** Esther 2:21-23; 3 **UABS Vol** 6-3-3 **PAGES** 138-141

MEMORY VERSE Psalm 37:12,13 “The wicked plot against the righteous and gnash their teeth at them; but the Lord laughs at the wicked for he knows their day is coming.”

FOCUS Enemy of God.

FOCUS QUESTIONS Do you have plots in the church?
Why do people plot against others?

OUTCOMES	TEACHING STRATEGIES				
At the end of this story students will:	Speaking/Writing	Ordering	Touching/Making	Looking/Seeing	Musical/Hearing
 <p>Know that any one who goes against God makes a plot. Be a friend of God not an enemy.</p>	Pretend you are Haman telling the King his wicked plans.	Find other stories in the Bible that are similar to this one. How are they similar?	Modernise the story and then re-enact.	Paint a picture sequence of Haman as in the story.	Make a sound sequence of Haman as in the story.
 <p>Choose to follow God's instructions. Love to cooperate with God.</p>	In groups write a report about the plot and read it to the class.	List Bible characters that disobeyed God's instruction to them and what their fate was. Draw lessons.	In groups, mime parts of the story they like to the class. Guess which part that is.	Draw the story and write about it. Add it to the library collection.	Sing: "Be careful little eyes what you see."
 <p>Encourage others who have been wrongfully treated.</p>	Write a message of encouragement to someone wrongfully treated.	Write a message of encouragement to someone wrongfully treated.	Make a gift for someone wrongfully treated.	Make a card of encouragement for someone wrongfully treated.	Sing some songs of encouragement to someone wrongfully treated.
WRAP UP QUESTION How do you see God in this story?					

MEMORY VERSE Isaiah 35:4 "Be strong, do not fear, your God will come....he will come to save you."

FOCUS Bravery for the course of God.

FOCUS QUESTIONS What does it mean to be brave?
If you are frightened, are you still a brave person?

OUTCOMES	TEACHING STRATEGIES				
At the end of this story students will:	Speaking/Writing	Ordering	Touching/Making	Looking/Seeing	Musical/Hearing
 <p>Know that God is always by those who are brave for Him. Demonstrate the qualities of bravery.</p>	<p>Retell the story emphasising that being brave for the cause of God pays.</p>	<p>Make a list of brave men and women in the Bible and the situations they were in.</p>	<p>Role play the interaction between Mordecai, Haman and Esther.</p>	<p>Prepare a drama focusing on the bravery aspect of the story.</p>	<p>Song: I just keep trusting my Lord. I have decided to follow Jesus.</p>
 <p>Support God's cause by praying for our leaders.</p>	<p>Write a prayer that Esther might have prayed before she visited the King. Read it to the class.</p>	<p>List some work that brave people are needed to do. Identify which you will do.</p>	<p>Mime the different character in the story and let the class guess – who it was and what the message is.</p>	<p>Create a presentation on the theme "bravery."</p>	<p>Sing: "Under His wings I am safely abiding."</p>
 <p>Share a testimony of an act of bravery in our days.</p>	<p>Discuss with your group what it takes to be brave.</p>	<p>List church leaders you have prayed for and tell them about it in a short letter to each of them.</p>	<p>Divide children into groups and allocate leaders they should pray for.</p>	<p>Go out into the community and give out Bible promises.</p>	<p>Create a song about "Esther's brave decision." Share with the community.</p>
<p>WRAP UP QUESTION How do you see God in this story?</p>					

THEME Stories of Queen Esther **STORY** Royal Invitation **BIBLE** Esther 5 **UABS Vol** 6-3-5 **PAGES** 145-149

MEMORY VERSE Numbers 32:23 “Be sure that your sin will find you out.”

FOCUS Banquet.

FOCUS QUESTIONS Have you been invited to visit the -Prime Minister, Church leaders, community leaders?
How did you feel?

OUTCOMES	TEACHING STRATEGIES				
At the end of this story students will:	Speaking/Writing	Ordering	Touching/Making	Looking/Seeing	Musical/Hearing
 <p>Know that God works to protect his people. Know that the trap we set for others can become our own trap.</p>	<p>In groups write a letter to God inviting him to a banquet, then present to the class.</p>	<p>Write in order the conversation between the King and Esther before and during the banquet.</p>	<p>Dramatise an interview with Queen Esther.</p>	<p>Have the children draw different pictures depicting the “Royal Invitation.”</p>	<p>Pretend you are a servant at the banquet table. What do you hear?</p>
 <p>Believe in God’s providence even when you cannot see a way out.</p>	<p>Invite a church leader to share experiences of providence.</p>	<p>Talk about and list down what Esther values in her role as Queen.</p>	<p>Make shapes of some of the food at the banquet.</p>	<p>Allow children in the class to decorate the room and prepare a banquet table. Invite another class to look at the room.</p>	<p>What music do you think they had at the banquet.</p>
 <p>Be willing to share a meal with people who area against the school.</p>	<p>Prepare some nice speeches for the invited guests.</p>	<p>Organise a delicious meal.</p>	<p>Help set up the meal and preparations.</p>	<p>Decorate the room and places for the meal.</p>	<p>Prepare to share some special items for the meal.</p>
<p>WRAP UP QUESTION How do you see God in this story?</p>					

THEME Stories of Queen Esther **STORY** The Bitter is Bitten **BIBLE** Esther 6; 7 **UABS Vol** 6-3-6 **PAGES** 150-154

MEMORY VERSE Psalm 38:12 “Those who seek my life set their traps, those who would harm me talk of my ruin; all day long they plot deception.”

FOCUS Result of plotting against God’s people. **FOCUS QUESTIONS** How do you feel when you have been found out about some naughty thing you were planning to do?

OUTCOMES	TEACHING STRATEGIES				
At the end of this story students will:	Speaking/Writing	Ordering	Touching/Making	Looking/Seeing	Musical/Hearing
 <p>Learn to seek God for protection in time of trouble. Know the story of Haman’s plot.</p>	Write a thank you letter to God for His protection over a ‘troubled’ situation. Share with the class.	Compare the life of Mordecai to that of Haaman. Identify their strengths / weaknesses.	Modernise the story and dramatise.	In a group draw a picture sequence of the story.	Write a Psalm to God requesting His protection in time of trouble.
 <p>Believe that God will always save His people from Satan’s plot.</p>	Discuss the consequences of plotting for position’s sake.	Make a chart of events about Esther’s life.	Choose your favourite part of the story then mime it to the group.	Write a report on Haman’s fate and report as if you were a TV presenter.	Divide into groups and create a tune to the words of the memory verse. Sing it to the class.
 <p>Create a joyous melody to be sung by Queen Esther.</p>	Write a song that Queen Esther could have sung after the last banquet.	List the number of times Jesus has saved you or protected your from danger. Explain it to your group and class.	Mime the stories to the classes 1 and 2 and emphasise the main points.	Make encouragement cards and give to people who may be sad or discouraged.	Sing songs to encourage sad students.

WRAP UP QUESTION How do you see God in this story?

THEME Stories of Queen Esther **STORY** Day of Victory **BIBLE** Esther 8; 9:21 **UABS Vol** 6-3-7 **PAGES** 155-158

MEMORY VERSE 1 Corinthians 15:57 “But thanks be to God! He gives us the victory through our Lord Jesus Christ.”

FOCUS Celebrate God’s Victory.

FOCUS QUESTIONS How would you feel if your group were told they were to be killed?
How would you feel if the police no longer looked after law and order in your country?

OUTCOMES	TEACHING STRATEGIES				
At the end of this story students will:	Speaking/Writing	Ordering	Touching/Making	Looking/Seeing	Musical/Hearing
 <p>Recognise that it was God through Esther that won the victory.</p>	Write down the feelings of Esther when the King found out that the Jews were to be killed.	Draw a pictorial story map of the happenings in Esther’s life till the “victory.”	Prepare a skit showing people standing up for what is right.	Make an acrostic using the word VICTORY.	Write a poem “God is the Victor.”
 <p>Experience God’s victory over sin. Use the story of Esther as encouragement.</p>	Discuss the story and write down lessons that you can apply to your personal life.	Make a list of the many times Esther turned to God to help her. How did God respond?	Role play different characters in the story – Esther, King, Mordecai.	Draw a mural about the Jews protecting themselves from the army.	Write a Psalm of praise to God for His guidance and protection.
 <p>Be willing to be used as instruments for God.</p>	Write encouraging notes and pass them to students.	List what you can do for God in your home, school, church, community. Present to the class.	Go in groups to needy people in the community and help them with cleaning, weeding, washing, etc.	Draw how God can use you to be His instruments.	Create a tune to the words of the memory verse.

WRAP UP QUESTION How do you see God in this story?

THEME The Story of the Famous Men **STORY** Men with Ten Children **BIBLE** Job 1 **UABS** Vol 6-4-1 **PAGES** 161-164

MEMORY VERSE Job 1:1 “This man was blameless and upright; he feared God and shunned evil.”

FOCUS A person who loved God and hate sin.

FOCUS QUESTIONS Why do bad things happen to good people?
What bad thing do you know has happened to a good person?

OUTCOMES	TEACHING STRATEGIES				
At the end of this story students will:	Speaking/Writing	Ordering	Touching/Making	Looking/Seeing	Musical/Hearing
 <p>Realise that riches comes from the Lord. Know that God can allow Satan to touch our lives.</p>	Retell the story in their own words and if they were Job what would they do?	Make a record of the things that Job owned.	Interpret Job’s life before and after he lost everything.	Draw what Job had and how he looked.	Create a song about Job’s relationship with God.
 <p>Learn to keep praying even when bad things happen to us.</p>	Discuss with a friend a problem then ask God to help you overcome it.	Ask God for a solution to a problem that you are facing.	Select a special place for praying for everyone who needs it.	Make shapes for the bad things you want to get rid of. Then change the shapes when you get rid of them.	Sing a song in your heart telling Jesus that you want to do good things now.
 <p>Develop a habit of prayer at home / school.</p>	Make a prayer request and pray for each every day.	Organise a day and a time for praying and to be consistent.	Mime how Job prayed to God.	Create an active prayer time.	Compose a rhyme about Job’s properties.
WRAP UP QUESTION How do you see God in this story?					

THEME The Story of the Famous Men **STORY** What Job Didn't Know **BIBLE** Job 1:6-12; 2:1-10 **UABS Vol** 6-4-2 **PAGES** 165-168

MEMORY VERSE Job 1:22 "In all this, Job did not sin by charging God with wrongdoing."

FOCUS Satan attacks a righteous person.

FOCUS QUESTIONS Why does God allow Satan to persecute or bring trouble upon the righteous?

Where and when did trouble first begin?

OUTCOMES	TEACHING STRATEGIES				
At the end of this story students will:	Speaking/Writing	Ordering	Touching/Making	Looking/Seeing	Musical/Hearing
 <p>Understand that a lot of what is happening around us is the result of the wars between God and Satan.</p>	Write a letter from Job to God telling him that he loves him more than anything.	Compare and contrast God's ways and Satan's ways of treating people.	Role play the war between God and Satan.	Pretend you are an angel. Tell what you see happening to Job.	Pretend you are an angel. Tell what you hear happening to Job.
 <p>Experience the pain Job went through.</p>	Pray for those who lost their loved ones or are having problems.	Make a record on how many things Job lost.	Make a model of a strong person they have known.	Create a sympathy card for Job.	Create a sympathy poem for Job.
 <p>Express poetically the experience of suffering.</p>	Report to the class how you feel when you are hurt.	List the feelings you have when you are hurt.	Dramatise how the servants reported to Job that his animals had died etc.	Draw posters of Job's life before and after he lost everything.	Compose a poem about Job's feeling when all his possessions were taken away.
WRAP UP QUESTION How do you see God in this story?					

THEME The Story of the Famous Men **STORY** Tried and True **BIBLE** Job 2:11-31:33 **UABS Vol** 6-4-3 **PAGES** 169-172

MEMORY VERSE Job 1:21 “Naked I came from my mother’s womb and naked I will depart. The Lord gave and the Lord has taken away, may the name of the Lord be praised.”

FOCUS Endurance in Suffering.

FOCUS QUESTIONS Why do Christians suffer?
Do you know of a good person that has suffered much?

OUTCOMES	TEACHING STRATEGIES				
At the end of this story students will:	Speaking/Writing	Ordering	Touching/Making	Looking/Seeing	Musical/Hearing
 <p>Understand the sufferings of Job. Relate to the experience of Job.</p>	Make a dialogue between Job and his friends.	Suggest solutions for a problem in school/home/at the church.	Dramatise the story.	Draw different pictures of Job and his sufferings.	Tell what you hear Job saying and the sounds he makes as well.
 <p>Feel the pain and the sufferings of Job. Accept the sufferings of life as process of refining.</p>	Retell how Job felt when he overcame his problems.	Analyse the results that Job had in his life. Encourage the children to do likewise.	Make a mud face of Job showing how he looked when he was suffering.	Design pictures of people whom they think remind them of Job.	Make a rhyme while telling the story of Job.
 <p>Praise God for the victory over our trials.</p>	Write a diary about Job’s life and then a praise note to God.	List the things that we can thank God for, even the tough things in life.	Work with an injured person and help them to praise God even though they are injured.	Advertise in the newspaper the courageous man: Job.	Compose a rhyme about Job’s courage.
WRAP UP QUESTION How do you see God in this story?					

THEME Stories of Famous Men **STORY** All's well That Ends Well **BIBLE** Job38:1-42:17 **UABS Vol** 6-4-4 **PAGES** 173-176

MEMORY VERSE Job 42:3 "Surely I spoke of things I did not understand, things too wonderful for me to know."

FOCUS Be loyal to God till the end. **FOCUS QUESTIONS** Can you name some blessings God has blessed you with?
How would you feel if they were 10 times more than that?

OUTCOMES	TEACHING STRATEGIES				
At the end of this story students will:	Speaking/Writing	Ordering	Touching/Making	Looking/Seeing	Musical/Hearing
 <p>Realise that God cares for those who love Him. Understand that after a trial there is always a blessing.</p>	Write a thank you letter to God for His return of blessings after the trials and curses of the devil.	Make two lists of Job's possessions. One list before his trials and the other after God had restored his blessings.	Dramatise the story.	Pretend you are Job. Tell what you see as you look out over your land after the trials are over.	Create a song about Job after his trial.
 <p>Give their lives to Jesus no matter what the circumstances.</p>	Tell the class why we should trust God just like Job did and give our hearts to him.	Give reasons why we can trust God like Job and why we should give our hearts to God.	Make a symbol to remind us of Job's faithfulness and how we should trust God and give our hearts to him.	Make an invitation card to give to a non-believer inviting them to trust God.	Write a poem inviting a person to give their hearts to God.
 <p>Show others why it is important to be loyal to God.</p>	Write a comic strip on how God blessed Job and share it at AY's.	Share the two lists from above with the Church members.	Share the symbol with the other students at school.	Share your story about what Job saw with the Church members.	Share the song about Job with someone in the community.
WRAP UP QUESTION How do you see God in this story?					

THEME Stories of Famous Men **STORY** Swallowed by a Fish **BIBLE** Jonah 1; 2; 3 **UABS Vol** 6-4-5 **PAGES** 177-182

MEMORY VERSE Isaiah 55:8 "For my thoughts are not your thoughts, neither are your ways my ways," declares the Lord."

FOCUS God loves people who do naughty things.

FOCUS QUESTIONS
 What was something bad that you have done?
 Did your parents still love you?
 How do you know?

OUTCOMES	TEACHING STRATEGIES				
At the end of this story students will:	Speaking/Writing	Ordering	Touching/Making	Looking/Seeing	Musical/Hearing
 <p>Recognise that God appoints and calls people to be his servant.</p>	Write a diary recording your trip to Nineveh from Joppa.	Discuss the likelihood of someone surviving in the belly of a fish for three days.	Use a plastic bottle and create a whale. Cut out the mouth, draw teeth, tail and fins and insert Jonah into slits in the bottle.	Use a plastic bottle and create a whale. Cut out the mouth, draw teeth, tail and fins and insert Jonah into slits in the bottle.	Pretend you are a sailor on the boat. Tell of your journey and your passenger on the way to Tarshish..
 <p>Make a commitment to obey and follow God irrespective of our preferences.</p>	If you were Jonah what would your reactions be? Write a description of your reaction.	Pretend you are Jonah. Explain the reasons why you wanted to go to Tarshish rather than Nineveh.	Follow the patterns of a fish made of plastic bottle. Let the fish swallow Jonah and pull Jonah back through the hole.	Create a poster encouraging others to follow God's way and obey Him.	Make up a song for the sailors to sing when they thought they would sink.
 <p>Become an active member of the outreach program in your church.</p>	Work with your church pastor to be actively involved in an outreach program run by your church.				
<p>UP QUESTION How do you see God in this story?</p>					

THEME Stories of Famous Men **STORY** Vine That Died Overnight **BIBLE** Jonah 4 **UABS Vol** 6-4-6 **Pages** 183 -184

MEMORY VERSE Nehemiah 9:17 “But you are a forgiving God, gracious and compassionate, slow to anger and abounding in love.”

FOCUS God is merciful and quick to forgive. **FOCUS QUESTIONS** Whom do you blame when things go wrong in life?

OUTCOMES	TEACHING STRATEGIES				
At the end of this story students will:	Speaking/Writing	Ordering	Touching/Making	Looking/Seeing	Musical/Hearing
 <p>Demonstrate God’s love and forgiveness.</p>	Discuss how God forgave Jonah and why.	Analyse Jonah’s attitude towards God’s call.	Perform a play on how you care for your friend.	Pretend you are Jonah. What do you see God doing when you ask for forgiveness?	Pretend you are Jonah. What do you hear God doing when you ask for forgiveness?
 <p>Learn to be patient when doing things.</p>	Pray for those who are not patient at school.	Record different occasions when patience is needed. Show what happens in those situations when impatience is shown.	Perform a mime for the class showing patience.	Draw what happens to Jonah when he becomes impatient.	Create a rhyme about our need to be patient.
 <p>Develop an attitude of mercy.</p>	Show mercy to others all the time.	Send a note to someone thanking them for their mercy to you.		Use shapes to symbolise God’s mercy and forgiveness.	Compose a poem encouraging Jonah to be merciful to the people of Nineveh.
WRAP UP QUESTION How do you see God in this story?					

THEME Stories of Famous Men **STORY** Great Things for God **BIBLE** Joel 1:14-2:32 **UABS Vol** 6-4-7 **PAGES** 185-188

MEMORY VERSE Joel 2:21 "Be not afraid, O land, be glad and rejoice. Surely the Lord has done great things."

FOCUS A kind and caring God.

FOCUS QUESTIONS What would you say if you were invited to do a testimony on your experiences with God?

OUTCOMES	TEACHING STRATEGIES				
At the end of this story students will:	Speaking/Writing	Ordering	Touching/Making	Looking/Seeing	Musical/Hearing
 Know that God works wonders and does great things.	Retell God's wonderful work and how they respond to it.	Make a list of the different type of people God needs to do his work.	Make some clay models that show some of the great things God has done for His people.	Pretend you are an angel. Tell of some of the things you see God doing.	Pretend you are an angel. Tell of some of the things you hear God doing.
 Turn to the Lord with all their hearts.	Divide into groups of 2 or 3 and pray for something that they wish to see answered by the end of the term. Report on the results at the end of the term.	Organise a testimony to be done at church by the children on how God has touched their hearts.	Mime the work they might do for God.	Design a cartoon showing what type of people God needs to do his work.	Learn the song "How Great Thou Art."
 Accept God's invitation and be willing to do God's will.	Write an invitation card to a friend and invite him/her to accept Jesus' offer of salvation.	Invite 10 people to give their hearts to Jesus. Record how many do so.	Draw and name people who work for God.	Share a cartoon with the class and ask the students to show which of the cartoons are like themselves.	Sing an appropriate song for those who have accepted Jesus.
WRAP UP QUESTION How do you see God in this story?					

THEME Stories of Famous Men **STORY** Heaven's Window **BIBLE** Malachi 2:17; 3: 7-18 **UABS Vol** 6-4-8 **PAGES** 189-192

MEMORY VERSE Malachi 3:10 "Bring the whole tithe into the storehouse that there may be food in my house. Test me in this... I will open the floodgates of heaven and pour out so many blessings."

FOCUS Returning the Lord's property. **FOCUS QUESTIONS** What would be your attitude towards someone who borrows anything from you and never returns it?

OUTCOMES	TEACHING STRATEGIES				
At the end of this story students will:	Speaking/Writing	Ordering	Touching/Making	Looking/Seeing	Musical/Hearing
 <p>Understand that we only keep things for God.</p>	<p>Discuss the consequences of receiving God's gifts and not returning it.</p>	<p>Using a variety of money amounts or amounts of vegetables and produce, calculate a tithe amount to return to God.</p>	<p>Make a model of items showing a tithe.</p>	<p>Create pictures of the things to be given for God.</p>	<p>Write a poem about giving a tithe back to God.</p>
 <p>Have a desire to return what belongs to God.</p>	<p>Write a letter to God telling Him what you would like to return to him.</p>	<p>Make a list of items that can be tithed.</p>	<p>Explain to the class how tithe is collected and what it is used for.</p>	<p>Write a letter to the newspaper telling the readers how God has blessed you.</p>	<p>Appreciate God's love by returning what he wants.</p>
 <p>Demonstrate their relationship with God by returning a tithe.</p>	<p>Make a commitment to pay tithe from this Sabbath on.</p>	<p>Record how God has blessed you. Share this record with another class.</p>	<p>Bring something along to school to show what you would tithe to God.</p>	<p>Draw posters about how much a tithe is. Display these around the school.</p>	<p>Compose a rhyme on how God looks after your property.</p>
<p>WRAP UP QUESTION How do you see God in this story?</p>					

MULTIPLE INTELLIGENCES SURVEY

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Part I

Complete each section by placing a “1” next to each statement you feel accurately describes you. If you do not identify with a statement, leave the space provided blank. Then total the column in each section.

Section 1

- _____ I enjoy reading all kinds of books.
- _____ Taking notes helps me remember and understand.
- _____ I always write to my friends and I enjoy it.
- _____ It is easy for me to explain my ideas to others.
- _____ I keep a diary.
- _____ Word puzzles like crosswords and jumbles are fun.
- _____ I write stories or poems because I enjoy it.
- _____ I enjoy playing with words like puns and anagrams.
- _____ Other languages interest me.
- _____ Debates and preaching are activities I like to take part in,

_____ **TOTAL for Section 1**

Section 2

- _____ I keep my things neat and tidy.
- _____ Step-by-step directions are a big help to me.
- _____ Solving problems comes easily to me.
- _____ I get easily upset by disorganized people.
- _____ I can do sums quickly in my head.
- _____ Puzzles that make me think are fun.
- _____ I can't begin my school work until I have everything ready and explained.
- _____ Having things organised helps me be successful.
- _____ I enjoy working out problems on paper.

_____ Things have to make sense to me or I am unhappy.

_____ **TOTAL for Section 2**

Section 3

- _____ I enjoy making things with my hands.
- _____ Sitting still for long periods of time is difficult for me.
- _____ I enjoy outdoor games and sports.
- _____ I enjoy using sign language.
- _____ A fit body is important for a fit mind.
- _____ Arts and crafts are enjoyable activities.
- _____ When I am happy I love to dance or skip.
- _____ I like working with tools.
- _____ I like being busy doing things.
- _____ I learn by doing.
- _____ **TOTAL for Section 3**

Section 4

- _____ I can imagine ideas in my head.
- _____ Rearranging a room is fun for me.
- _____ I enjoy doing art using paints and pencils and chalk and crayons.
- _____ I remember pictures well.
- _____ Drama, dance and miming can be very enjoyable.
- _____ I enjoy making charts to explain things.
- _____ I enjoy working with puzzles that I can hold in my hands.
- _____ I like watching music videos.
- _____ I can remember things in mental pictures.
- _____ I am good at reading maps and plans.
- _____ **TOTAL for Section 4**

Section 5

- _____ I can hear sound patterns quickly.
- _____ I focus in on noise and sounds.
- _____ Moving to a beat is easy for me.
- _____ I've always been interested in playing an instrument.
- _____ The rhythm and beat of poetry interests me.
- _____ I remember things by putting them in a rhyme.
- _____ I can't concentrate if a radio or TV is going.
- _____ I enjoy many kinds of music.
- _____ Musicals are more interesting than dramatic plays.
- _____ Remembering the words of songs is easy for me.
- _____ **TOTAL for Section 5**

Part IV

Key:

- Section 1 – This indicates your Verbal strength
 Section 2 – This indicates your Logical strength
 Section 3 – This tells your Kinaesthetic strength
 Section 4 – This suggests your Visual strength
 Section 5 – This suggests your Musical strength

Part II

Now carry forward your total from each section and multiply by 10 below:

Section	Total Forward	Multiply	Score
1		X10	
2		X10	
3		X10	
4		X10	
5		X10	

Part III

Now plot your scores on the bar graph provided:

100					
90					
80					
70					
60					
50					
40					
30					
20					
10					
0					
	Sec 1	Sec 2	Sec 3	Sec 4	Sec 5

Remember:

- Everyone has all the intelligences!
- You can strengthen an intelligence!
- This survey is meant as a snapshot in time – it can change!
- Multiple Intelligence is meant to empower, not label people!

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Multiple Intelligences Survey

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IDEAS FOR TEACHING MEMORY VERSES

1. Set up like 'Hang Man'. When letters are chosen, if they are in the text they are uncovered. Write the verse on pieces of large card or whiteboard. Cover the letters. Four students take turns to choose letters and when they get letters that are in the verse they are uncovered. There can be a prize for the first of the students who can say the verse correctly.
2. Cut a poster into squares and write each word of the verse on the back. Turn one word at a time, saying the whole verse each time until the picture is revealed and the students are saying the verse without seeing it.
3. For 'Shepherd' type verses – write each word on a little sheep toy and get the students to put it in order.
4. Write parts of the verse on card and stick under the chairs. Whoever finds them brings them up and puts the verse in order.
5. Use a puppet to teach a verse with a moral in it. Puppet can struggle with the moral, eg honesty.
6. For 'Healing' verses – write the text on a bandage and wrap it around somebody's arm, revealing the verse.
7. Spin the bottle. Students receive a word on card when the bottle picks them. They then put the verse in order.
8. Write the verse on feet shapes. Spread the feet on the floor and leap from 'foot to foot' while saying each word (May need quite a bit of room!)
9. For 'Celebrating' verses – write the verse on party hats, which the students put on and then get themselves, and the verse in order.
10. Cube with words on each side.
11. Shape (ie heart) that opens and closes with verse inside.
12. Flat circle, cut into spiral with verse written along it.
13. Make the letters of the verse from play dough, or perhaps clay which can be baked and kept.
14. Write verse with white crayon on white paper. Paint over with weak watercolour paint or watered food dye.
15. Each word of the verse written on a little piece of clothing (dolls clothing or material cut into clothing shapes). Hang the 'washing' on the line in order.

16. Pray. Put words of verse in a box. Students take the words out and sort them into the verse. Then have students (2 or 3), who have a prayer, to pray along the theme of the verse, to write the prayer on a piece of paper and put it in the box. Once they have prayed their prayer, they put it in the box. It can be read out the following week or weeks as a testimony.
17. Put a word in a paper bag, students love the surprise of taking one out.
18. Put the verse to music or rap.
19. Memory Verse Competition where students learn a set of verses (eg The Lords Prayer or the Shepherd's Psalm).
20. Put the words of the verse on cards. Put each card in a numbered envelope. Call out the required number of students and give to each one an envelope. Time them as they try and get themselves into the right order to make sense of the verse. This is good for use when talking about something that is hidden. For example, sin that we try and hide will one day be seen. Or it could be used to explain God's plan for our lives that will one day be seen. I know the plan/purpose for you...Jer 29:11.
21. Balloons with words on the inside
22. Jigsaw
23. Puzzle text (code)
24. Jumbled text
25. Hangman

GLOSSARY OF TERMS USED.

Here are a number of words that are used in the text and their basic meaning.

Acrostic

This is a form of poetry that does not have to rhyme. Each letter of each new line belongs to a word that is written down. For example FAITH could be

Freedom

And

Instruction

Truly

Help

Awesome

This word is often used to describe God. It means to have respectful fear of God. It can also mean to be inspired by creation that is grand, huge, powerful.

Bouquet

A small bunch of flowers that have been arranged to look pretty.

Capsules

A small case or covering for example an envelope, a packet.

Categorise

To put things into sections or groups that are alike in some way.

Cater

To provide for a need of some sort. Eg. Provide food to the hungry.

Charades

A game where a person or a group try to act out a word while the rest of the class try to guess the word. The acting group are given the word secretly. Eg sadness. The group would act out this word and the class would guess the word.

Chores

A small job to be done on a regular basis. Eg collecting firewood each day, or clearing the table after a meal.

Compliments

The sharing of praise. Eg Well done, you have done a great job. Or “You are looking well today.”

Confronted

To stand in front of someone. To challenge a person on their behaviour or beliefs.

Cultivate hospitality

To develop an attitude of kindness when we work and mix with others.

Depicts

To describe something in words or by some form of art.

Diorama

To create a scene or picture inside a box. The cardboard box has one side cut away. The picture is then built inside the box out of any material that is wanted.

Dough

Is a bread mixture before it is baked in the oven. Play dough is a great way to make moulding material like plasticine. Here is the recipe.

Flour	3cups	Cream of tartar	1 tbsp.
Salt	1 1/2 cups	Colouring	1 pkt unsweetened "Kool-Aid" 1kg.
Water	3 cups	Vegetable Oil	2 tbsp.

Mix ALL of the ingredients in a large saucepan. Cook over medium low heat, until the dough comes away from the edges of the pan and it becomes difficult to move the spoon. Remove from heat. Cool until it can be handled. Place on counter or wax paper knead 3-4 times. Store in an air tight container.

Face freeze

While acting out a piece of the story, a child holds the expression on their face when told to “Freeze.” After they are told to “unfreeze” they continue on acting the story until to “freeze” again. This is good for exploring the emotions felt during a story.

Frieze

A narrow band of decoration around a wall.

Frustrated

A feeling of disappointment when plans do not work out as expected. The feeling when we are unable to move forward to completion.

Gratitude

A feeling of thankfulness.

Intention

A plan to accomplish something in the future.

Lyrics

The words of a song.

Mime

Acting out a story using only body movements, face expressions but no words are to be spoken.

Mobile

A hanging of pictures or drawings. Hang the pictures with string to a branch that is hung in the room. The breeze should turn the pictures around and around.

Montage

Is a form of art where similar pictures are arranged next to each other with slight overlaps. Eg many faces could be arranged to form what looks like a picture of a crowd of people.

Mould – as in to shape

Using play dough, make it into different shapes or objects representing a part of the story.

Mural

A large painting that is painted onto a wall either outside or inside.

Plaque

Usually a piece of timber or stone or cement that has words written on them. Usually used at the opening of a building telling the people of the opening date and which important people were present.

Percussion

Making music or sound by hitting something eg a drum or chimes or rods etc.

Rascal

A dishonest person. A trouble maker. Anyone operating outside of the law of the land.

Reader's theatre

A group of students who read parts of a story or poem together and in parts. They practise this so that they can perform it for an audience. It takes a lot of practise to make it sound very good. A good performance will sound like there is only one voice even though there may be many student's voices. It is done with much expression and variety of speed in the speech.

Re-enact

To act out again a story from the past.

Rhyme

Used in some forms of poetry writing where the last word of each line sounds alike. Eg sheep and sleep, jump and dump, etc

Rhythm

The regular repeating of a beat in music or dancing.

Scenarios

The outline of a plan to be followed.

Skit

A short play performed by one or more people, usually with an unexpected ending.

Self – portrait

Making a picture of your own self.

Statue

A likeness of a person or an animal carved out of stone, wood or plastic or any other material.

Sympathy

To feel in a similar way to someone else. Usually this is in the context of sadness rather than happiness.

Unique

Being one of a kind. There is no other one or thing like it. Eg This frangipani is unique, it is different to all the others.

Tambourine

A musical instrument which has small metal discs that jingle when tapped by the hand.

Vibrations

Moving to and fro quickly, sometimes making a sound by the quick movements. Eg the sound made by a guitar string when plucked.

THE 28 FUNDAMENTALS for CHILDREN

Adapted from "God Loves me, 28 Ways" by Charles Mills and Linda Koh

1. The Word of God

I believe that God inspired every writer whose words appear in the Bible. Everything they wrote is true, and what they said can help me live a happy and healthy life.

(2 Pet. 1:20, 21; 2 Tim. 3:16, 17; Ps. 119:105; Prov. 30:5, 6; Isa. 8:20; John 17:17; 1 Thess. 2:13; Heb. 4:12)

2. The Godhead

I believe that the God who loves me is actually Three Gods in One - the Father, the Son, and the Holy Spirit. Each works hard to teach me how to live a better, more meaningful life.

(Deut. 6:4; Matt. 28:19; 2 Cor. 13:14; Eph. 4:4-6; 1 Pet. 1:2; 1 Tim. 1:17; Rev. 14:7)

3. God the Father

I believe that God the Father is the power that keeps me - and every other creature in the universe - alive. He is kind and forgiving, and will never leave me alone.

(Gen. 1:1; Rev. 4:11; 1 Cor. 15:28; John 3:16; 1 John 4:8; 1 Tim. 1:17; Exod. 34:6, 7; John 14:9)

4. God the Son

I believe that God the Son, Jesus, created this world and everything good in it. Two thousand years ago, He came to this earth as a baby, grew up and lived a sinless life, then died on the cross so that I could someday live forever with Him in heaven.

(John 1:1-3, 14; Col. 1:15-19; John 10:30; 14:9; Rom. 6:23; 2 Cor. 5:17-19; John 5:22; Luke 1:35; Phil. 2:5-11; Heb. 2:9-18; 1 Cor. 15:3, 4; Heb. 8:1, 2; John 14:1-3)

5. God the Holy Spirit

I believe that God the Holy Spirit is that still, small Voice I hear in my thoughts whenever I feel afraid, sad, or lonely. It tells me that everything will be all right. The Holy Spirit also tries to teach me right from wrong by making me feel guilty when I sin and joyful each time I choose to obey God's laws of love.

(Gen. 1:1, 2; Luke 1:35; 4:18; Acts 10:38; 2 Pet. 1:21; 2 Cor. 3:18; Eph. 4:11, 12; Acts 1:8; John 14:16-18, 26; 15:26, 27; 16:7-13)

6. Creation

I believe that Jesus created everything in six days and then rested on the seventh day. When He was finished making the trees, animals, oceans, mountains, and Adam and Eve, Jesus looked around at all that He had done and said joyfully, "This is very good!"

(Gen. 1; 2; Exod. 20:8-11; Ps. 19:1-6; 33:6, 9; 104; Heb. 11:3)

7. The Nature of Man

I believe that Jesus made people in the image of God. Each enjoys the freedom to think and act any way they want. Even though sin and bad choices have brought pain and suffering to many, we're still children of God. With the help of the Holy Spirit, we can care for each other just like God cares for each one of us.

(Gen. 1:26-28; 2:7; Ps. 8:4-8; Acts 17:24-28; Gen. 3; Ps. 51:5; Rom. 5:12-17; 2 Cor. 5:19, 20; Ps. 51:10; 1 John 4:7, 8, 11, 20; Gen. 2:15)

8. The Great Controversy

I believe that Satan is a real being who wants to destroy us all. He works hard each day to bring destructive sin into our lives. God wants us to live each day with joy, happiness, and love. God and Satan are fighting for control over our lives and our futures. To help us overcome sin, Jesus sends the Holy Spirit and loving angels to guide and protect us.

(Rev. 12:4-9; Isa. 14:12-14; Ezek. 28:12-18; Gen. 3; Rom. 1:19-32; 5:12-21; 8:19-22; Gen. 6-8; 2 Pet. 3:6; 1 Cor. 4:9; Heb. 1:14)

9. Life, Death, and Resurrection of Jesus

I believe that Jesus lived a perfect life in order to show us that it's possible to overcome sin. He died on the cross so I won't have to lose my heavenly home because of my sins. Then, God raised Jesus from the dead to demonstrate how He'll someday raise me from the dead if I die before Jesus returns.

(John 3:16; Isa. 53; 1 Pet. 2:21, 22; 1 Cor. 15:3, 4, 20-22; 2 Cor. 5:14, 15, 19-21; Rom. 1:4; 3:25; 4:25; 8:3, 4; 1 John 2:2; 4:10; Col. 2:15; Phil. 2:6-11)

10. The Experience of Salvation

I believe that when I allow Jesus into my heart, He helps me change from a sinner to a child of God, ready to live forever in heaven. He teaches me how to be like Him as I read my Bible and follow the loving guidance of the Holy Spirit. Thanks to Jesus, I can be confident that I'm forgiven and that there's a home waiting for me in heaven.

(2 Cor. 5:17-21; John 3:16; Gal 1:4; 4:4-7; Titus 3:3-7; John 16:8; Gal. 3:13, 14; 1 Pet. 2:21, 22; Rom. 10:17; Luke 17:5; Mark 9:23, 24; Eph. 2:5-10; Rom. 3:21-26; Col. 1:13, 14; Rom. 8:14-17; Gal. 3:26; John 3:3-8; 1 Pet. 1:23; Rom. 12:2; Heb. 8:7-12; Ezek. 36:25-27; 2 Pet. 1:3, 4; Rom. 8:1-4; 5:6-10)

11. Growing in Jesus

I believe that when someone invites Jesus into his or her heart, changes start to happen fast. What that person reads, watches on television or on the Internet, eats and listens to; the places he or she goes; even the words they say will change. The pages of the Bible will become like a textbook for living, and many whispered prayers will come from their lips. These changes keep happening, day after day, until Jesus comes.

(Ps. 1:1, 2; 23:4; 77:11, 12; Col. 1:13, 14; 2:6, 14, 15; Luke 10:17-20; Eph. 5:19, 20; 6:12-18; 1 Thess. 5:23; 2 Pet. 2:9; 3:18; 2 Cor. 3:17, 18; Phil. 3:7-14; 1 Thess. 5:16-18; Matt. 20:25-28; John 20:21; Gal. 5:22-25; Rom. 8:38, 39; 1 John 4:4; Heb. 10:25)

12. The Church

I believe that my church is a place where people who love Jesus can praise Him together without fear or embarrassment. It's like attending a fun family reunion each week. Jesus loves His church and listens to every word spoken and every song sung.

(Gen. 12:3; Acts 7:38; Eph. 4:11-15; 3:8-11; Matt. 28:19, 20; 16:13-20; 18:18; Eph. 2:19-22; 1:22, 23; 5:23-27; Col. 1:17, 18)

13. The Remnant and its Mission

I believe that before Jesus comes the second time, some people in my church will choose sin over salvation. Those who stay faithful to the Bible and keep listening to the sweet voice of the Holy Spirit are called the remnant, and they will work extra hard to bring the love of God to the world. Though the remnant may be small in number, they'll accomplish great things for God so that Jesus can return.

(Rev. 12:17; 14:6-12; 18:1-4; 2 Cor. 5:10; Jude 3, 14; 1 Pet. 1:16-19; 2 Pet. 3:10-14; Rev. 21:1-14)

14. Unity in the Body of Christ

I believe that any church whose members worship God should welcome people from any nation, who speak any language, and whose skin is any colour. We're all equal in God's sight. How we look and how we sound makes no difference. We're all children of the same heavenly Father.

(Rom. 12:4, 5; 1 Cor. 12:12-14; Matt. 28:19, 20; Ps. 133:1; 2 Cor. 5:16, 17; Acts 17:26, 27; Gal. 3:27, 29; Col. 3:10-15; Eph. 4:14-16; 4:1-6; John 17:20-23)

15. Baptism

I believe that when I'm baptized, I'm telling everyone that I love God and want to live my life in service to Him. Baptism is like being buried as a dirty sinner and then rising up to live a new, clean life for Jesus.

(Rom. 6:1-6; Col. 2:12, 13; Acts 16:30-33; 22:16; 2:38; Matt. 28:19, 20)

16. The Lord's Supper

I believe that when Jesus ate His last meal with His disciples right before He was crucified, He taught us something wonderful. He said that the grape juice (wine) represented His spilled blood and that the bread represented His broken body. When I eat "The Lord's Supper" at church, it helps me remember the sacrifice Jesus made for me on the cross.

(1 Cor. 10:16, 17; 11:23-30; Matt. 26:17-30; Rev. 3:20; John 6:48-63; 13:1-17)

17. Spiritual Gifts and Ministries

I believe that God has given me (and you) special talents that we can use to serve Him. We each enjoy different skills like music, preaching, teaching, art, giving Bible studies, visiting the sick, or making people feel welcome when they visit our church. Each spiritual gift is important to the work of God.

(Rom. 12:4-8; 1 Cor. 12:9-11, 27, 28; Eph. 4:8, 11-16; Acts 6:1-7; 1 Tim. 3:1-13; 1 Pet. 4:10, 11)

18. The Gift of Prophecy

I believe that the people in God's church need help knowing how to live and what to look forward to in the future. So, God invited a woman named Ellen G. White to be His prophet and provide guidance, instruction, and correction for His people. She also helps us understand the important lessons found in the Bible. When I read what God's prophet wrote a long time ago, I'm discovering important things that God wants to say to me today.

(Joel 2:28, 29; Acts 2:14-21; Heb. 1:1-3; Rev. 12:17; 19:10)

19. The Law of God

I believe that God's Ten Commandments contain the best rules for living. Each is designed to protect me from sin and help me stay out of trouble. Each represents how much God loves me and how He wants me to live a happy, healthy life. Obeying the Ten Commandments is like saying "I love you" to God.

(Exod. 20:1-17; Ps. 40:7, 8; Matt. 22:36-40; Deut. 28:1-14; Matt. 5:17-20; Heb. 8:8-10; John 15:7-10; Eph. 2:8-10; 1 John 5:3; Rom. 8:3, 4; Ps. 19:7-14)

20. The Sabbath

I believe that God created the seventh day (Saturday) to be a holy day. He commands me to do special work for Him on that day as a way of showing Him - and others - that I believe He is the Creator of all good things. God's holy Sabbath begins at sundown on Friday and ends at sundown on Saturday.

(Gen. 2:1-3; Exod. 20:8-11; Luke 4:16; Isa. 56:5, 6; 58:13, 14; Matt. 12:1-12; Exod. 31:13-17; Ezek. 20:12, 20; Deut. 5:12-15; Heb. 4:1-11; Lev. 23:32; Mark 1:32)

21. Stewardship

I believe that everything belongs to God, the trees, the flowers, the animals - even me. God has asked me to take care of what He created and to protect all things from harm - even me. So, I will cherish God's creatures and creation. To show Him how proud I am to be His steward, I'll faithfully return a tithe (10 percent) of my time, talent, and money. I want God to bless this world and everything in it--even me.

(Gen. 1:26-28; 2:16; 1 Chron. 29:14; Hag. 1:3-11; Mal. 3:8-12; 1 Cor. 9:9-14; Matt. 23:23; 2 Cor. 8:1-15; Rom. 15:26, 27)

22. Christian Behaviour

I believe that anyone who loves Jesus should talk, act, eat, work, and play differently from those who love Satan. Everything I do should show others that Jesus lives in my heart and that I'm doing my best to live by His rules of love.

(Rom. 12:1, 2; 1 John 2:6; Eph. 5:1-21; Phil. 4:8; 2 Cor. 10:5; 6:14; 7:1; 1 Pet. 3:1-4; 1 Cor. 6:19, 20; 10:31; Lev. 11:1-47; 3 John 2)

23. Marriage and the Family

I believe that in order for us to understand the joy of living in heaven, God invites us to create families here on this earth. When we love our brothers and sisters, uncles and aunts, parents and grandparents, we're experiencing a beautiful example of what it will be like to live in heaven with everyone who has chosen to love and obey God. Our heavenly Father wants our earthly homes to be safe places to learn about His love and forgiveness.

(Gen. 2:18-25; Matt. 19:3-9; John 2:1-11; 2 Cor. 6:14; Eph. 5:21-33; Matt. 5:31, 32; Mark 10:11, 12; Luke 16:18; 1 Cor. 7:10, 11; Exod. 20:12; Eph. 6:1-4; Deut. 6:5-9; Prov. 22:6; Mal. 4:5, 6)

24. Jesus' Ministry in the Heavenly Sanctuary

I believe that God instructed Moses and the children of Israel to build a temple in the wilderness to explain what Jesus is doing right now in heaven. In the wilderness, the priests oversaw the forgiveness of sins and the judgment of those who chose to do evil. That's what Jesus is doing right now in heaven. He is our heavenly Priest waiting to forgive us, clean sin from our hearts, and finally welcome us home to heaven.

(Heb. 8:1-5; 4:14-16; 9:11-28; 10:19-22; 1:3; 2:16, 17; Dan. 7:9-27; 8:13, 14; 9:24-27; Num. 14:34; Ezek. 4:6; Lev. 16; Rev. 14:6, 7; 20:12; 14:12; 22:12)

25. The Second Coming of Jesus

I believe that, one day soon, Jesus is going to return to this earth and invite everyone who has chosen to love and obey Him to heaven. When He comes, those who hate Him will be destroyed. But everyone else, even the faithful who have died in the past, will leave this dark world and spend eternity with Jesus.

(Titus 2:13; Heb. 9:28; John 14:1-3; Acts 1:9-11; Matt. 24:14; Rev. 1:7; Matt. 24:43, 44; 1 Thess. 4:13-18; 1 Cor. 15:51-54; 2 Thess. 1:7-10; 2:8; Rev. 14:14-20; 19:11-21; Matt. 24; Mark 13; Luke 21; 2 Tim. 3:1-5; 1 Thess. 5:1-6)

26. Death and Resurrection

I believe that Jesus can raise people from the dead. He did it before (like Lazarus and the widow's son), and He will do it again when He returns the second time. So, even though some of my family sleep in the ground, I'll see them again because of the power of God over death.

(Rom. 6:23; 1 Tim. 6:15, 16; Eccles. 9:5, 6; Ps. 146:3, 4; John 11:11-14; Col. 3:4; 1 Cor., 15:51-54; 1 Thess. 4:13-17; John 5:28, 29; Rev. 20:1-10)

27. The Millennium and the End of Sin

I believe that, someday, sin and sinners will be gone forever. My Bible says that even those who died hating God will fully understand the lies that Satan told them and will agree that God's judgment is just. Without God's presence to shield them from harm, Satan and every sinner will face the world alone and be completely destroyed by fire.

(Rev. 20; 1 Cor. 6:2, 3; Jer. 4:23-26; Rev. 21:1-5; Mal. 4:1; Ezek. 28:18, 19)

28. The New Earth

I believe that when Satan and sinners are gone, my heavenly Father will create a brand-new world for us to enjoy. There will be no death, no tears, no pain, no suffering. All will be peace and love. Best of all, I, my family, and all who love God will enjoy this wonderful world forever and ever.

(2 Pet. 3:13; Isa. 35; 65:17-25; Matt. 5:5; Rev. 21:1-7; 22:1-5; 11:15)

A Child's Commitment Ceremony

An affirmation of faith for children who want to make Jesus their best friend

Adapted from
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Children's Commitment

Background Information

Research indicates that between the ages of 5 and 12, lifelong habits, values, beliefs and attitudes are formed and that at this age the brain is the most receptive to spirituality.

Children at this age are generally discouraged from being baptised into the church, as some consider them to be too young. However, when faith is not affirmed, children are left feeling unsupported or valued. We need to show them that we take their commitment seriously and that we will be beside them in their faith journey. It is for this reason that the concept of a commitment ceremony has been developed by the Children's Ministry Department of the Seventh-day Adventist church.

The Children

It takes until a child is about seven years of age to be able to understand abstract concepts - and to be able to distinguish fact from fantasy.

A whole new world opens up to these children as they begin school and form close friendships apart from family members.

Children of this age have acquired many new powers, and they are eager and excitable because they find themselves full of so many newly acquired skills.

Their concept of God becomes much more personal at this age and they want to be a part of the church community.

Preparation

Do not push the child- there is no merit in comparing one child to another and feeling pressure that they too need to make a public commitment.

It does not mean that a child is not spiritual because they have not requested to make a public commitment.

It may be through a Family Worship time at home, or school worship, or during a Sabbath School class, or even a church service that the Holy Spirit will convict them.

There does not need to be anything formal about the preparation for a child of this age to make Jesus their friend - we are not trying to make sure they know the 28 Fundamentals.

Children simply need to understand the basics of the Gospel

God loves me

I am forgiven from the mistakes I make because Jesus took my punishment (do not dwell on the death of Christ -rather celebrate the new life we have through Him).

Being a son or daughter of God is very special

You may want to discuss in more specific terms what it means to be a Christian - by focusing on our love response. Help children find meaning in Bible truths as they relate to events in their own lives.

The Ceremony

Include the child fully in all the preparations for the ceremony

Help the child choose a "faith friend", after explaining what role this person will play in their lives.

Talk with parents, "faith friend", child, Teacher and Pastor as to the best time for this special occasion.

Pre-sign the commitment card.

Children's Commitment Ceremony

It is suggested that the ceremony take only 8-10 minutes during the Divine Service (a similar length of time as a Baby Dedication). The following are mere suggestions - you may want to change to suit your particular congregation.

Song

allow the child to choose a song that is meaningful to them
this does not need to be a song from the hymnal, but may be a song that they have sung at school or at Sabbath School

Introduction

the child should be seated or standing at the front and be introduced by either the Pastor or Faith-friend to the congregation
whoever knows the child best.

give a short history of when, where, and what prompted the decision
focus of remarks is about the child.

For example:

"I would like to introduce you to Markus Ross. Many of you have seen Markus here at church. Last month during one of the activities at Primary Sabbath School Markus made a decision. He decided to make Jesus his friend, and live as one of His children."

Commitment

to be read or recited by the child to the congregation.

For example:

Because I know that God loves me
I choose to live my life as one of His children.
Because Jesus covered my mistakes with His love
I want to please Him through the way I live."

Faith Friend Introduced

explain their role. For example:

Having a friend to support you can mean the difference between success or failure. The Bible says that "If one falls down, his friend can help him up.

But pity the man who falls and has no one to help him up!" Eccl. 4:10

Markus has chosen his Sabbath School teacher, Josiah Luke as his faith friend. A faith friend is someone who will encourage him in all aspects of his life - but most importantly, on his spiritual walk with God.

the faith-friend to recite their commitment to the child.

For example:

"As your faith friend, I promise to support and care for you. Like you I may make mistakes, but I know that God forgives me. I want you to know you can come and talk to me any time. I want to be your friend."

Congregation Response

good to get the rest of the congregation involved.

For example:

“Markus, there are many other people here who I know would have been willing to be your faith friend. Would those of you in the congregation who would like to be a “friend” to Markus please stand. Those who may be willing to encourage and support him with love. Those who want to make a commitment to be positive and not criticise or condemn, but be a friend. Please stand now.”

Prayer

by the Pastor. Keep it short

Shake Hands

hand over commitment card.

Questions for Your Pastor and Church

Does our church provide opportunities for children to WORSHIP?

Are worship services meaningful to children, rather than just being adult experiences in which children must conform to adult standards?

Does anyone talk to the children—before, during, or after church—about their worship experience?

See 1 Samuel 2:21: “Samuel grew before the Lord.”

Does the church provide INSTRUCTION at the child’s level in the things of God?

Do you recognise the divinely designed limits of children and organise their instruction accordingly?

Are the teachings systematic enough for children to get a consistent idea about God, or do teachers merely bob and weave through the Bible, picking and choosing things of interest to themselves?

See 1 Samuel 3:8 “God spoke directly to the child Samuel.”

Does the church provide and encourage FELLOWSHIP among children?

Do leaders and parents recognise that children, as much as adults, need lasting friendships that focus on the things of God?

Are children encouraged to visit, talk, or play together at church?

Are such activities respected as the foundations for relationships that build true fellowship?

Does the church organise specific times and places for fellowship in the life of a child?

See 1 Samuel 2:2: “Samuel grew in favour with God and men.”

Does the church provide encouragement for children to EXPRESS their spiritual gifts for the benefit of the body of Christ?

Do we give enough attention to helping children who know Christ to find a role in ministry?

Have we taken the time to break ministry tasks into child-sized portions?

See 1 Samuel 2:11: “Samuel ministered to the Lord before Eli.”

Respond to the child in such a way that it is clear that you heard what he said and understood the emotion with which it was stated.

Tips for Elders, Pastors and Church Leaders on Relating to Children

“Let the Sabbath school teachers take care of the kids; my ministry is with adults.” Pastors and elders don’t really think this way, do they? I know it’s tempting to believe that ministry to adults is more important than ministry to children. But pastors and elders are as responsible for the spiritual welfare of children as they are for adult church members.

1. Talk to a child

Children love to talk. Sing “Happy Birthday” to a child over the phone. When you have a question a child can help you with such as “What can we do to make church more interesting to you?” Ask a child to help.

2. Learn something from a child.

Children often ask the best questions: “Does God wear clothes?” “Whose face do you see when you pray?” “Why doesn’t Jesus come to our church?” A child’s imagination can awaken your imagination.

3. Know names.

In some churches, the real test for your skill as a pastor is the ability to tell the twins apart. In all churches, the worst insult to a child is to receive a friendly hello—with the wrong name. To be personal and loving, learn children’s names.

4. Take a picture.

Most children love having their pictures taken. Have someone take your picture with a group of children. Make a pyramid or wear crazy hats. Pose with the children for a great bulletin board decoration.

5. Go to a children’s event.

Pick something you’ll enjoy. Several years ago I wanted to go to the zoo, but I thought I’d look more mature if I found some children to go with me. Almost 10 years later, those kids still remember our zoo trip. Going to sports events, parties or school events can be a delightful part of an elder’s ministry.

6. Attend a children’s class.

Visit a different children’s Sabbath school class each week. Offer to be involved - telling stories or interviewing a child.

7. Listen to a child.

Be genuinely interested in children and what they have to say. Make sure each conversation is between you and the child. Kneel down to eye-level with younger children. Caution: Talking with children is habit-forming.

8. Become a fan of children’s art.

Cover the church walls with children’s drawings. Children’s artwork can be used as a cover for church bulletins. The pastor’s office can be a gallery for promising young artists.

9. Write a note.

Children enjoy getting mail. A pastor friend who has sent birthday cards to children for several years was surprised to find that one mother had saved them all.

10. Have a sense of humour.

Have a repertoire of jokes, rhymes, riddles and Knock-knocks. Children love these and will flock to tell you their latest - be sure and laugh!

11. Have a children's sermon.

Is it really for the children? Children's sermons shouldn't include abstract platitudes or adult terms and ideas. Keep it at kids' level and see how much more the parents enjoy the sermon as well.

12. Ask your children's workers for help.

Send a letter to your children's leaders asking for ideas on how you could improve your relationship with the children. Along with praise for asking you will get several helpful ideas and a new-found partnership with the children's workers.

13. Read a book or magazine article on Pastoring children.

Subscribe to KID'S MINISTRY IDEAS from your local ABC.

14. Pray.

Pray for children by name. Pray about your role as their pastor. Pray for the children's ministry and all the people who minister to the children of your church. Don't forget your church's children. Jesus said, "Whoever receives one such child in my name receives me." In ministering to children, you'll experience Christ in a fresh way.

Guidelines for Faith-Friends

Be there for the child. It may not always be convenient to have a long talk to the child when you want - but take a few moments to let them know their thoughts are important to you, and arrange a time to talk soon.

- Respond to the child in such a way that it is clear that you heard what was said and understood the emotion with which it was stated.
- Talk in terms the child can understand.
- Avoid making predictions, accusations, or judgments that the child will most likely reject.
- Offer your full attention when the child is speaking to you.
- Commit to talking to the child in person or face-to-face at least once every two weeks.

Faith-friends who have the greatest effect on the personal growth of their children display many of the following characteristics:

- An acceptance of individual differences which helps in tolerating behaviours that are different than those he would choose.
- A perception of personal strengths and weaknesses within himself. Shortcomings are recognized and efforts are made to improve upon them.
- Confidence, but not to the point of feeling superior to others.
- A problem-solving attitude which allows decisions to be made rationally rather than emotionally when facing dilemmas.
- Religious convictions that are firm but are not pushed upon others with a zeal that is offensive.
- A sense of enjoyment of the little things in life.
- Humour that is displayed in a loving, not harmful, manner.
- Communication marked by clear messages that are without deceit or hidden motive.

How to Encourage Children

Every child deserves to grow up with a healthy mind and body. You can be the one to let it happen!

Encouragement needs to be spoken, and is far more effective for modifying behaviour than criticism. When the word “good” is used repeatedly it can lose its impact. Here are fifty other ways to say “good for you!”

1. That's real nice.
2. Wow!
3. That's great.
4. I like the way you are working.
5. Much better.
6. Keep it up.
7. It's a pleasure to teach when you work like this.
8. Terrific!
9. Excellent work.
10. I appreciate your help.
11. Why don't you show the others?
12. Marvellous!
13. Awesome!
14. For sure.
15. Sharp.
16. How impressive!
17. You're on the right track now.
18. It looks like you put a lot of work into this.
19. That's clever.
20. Very creative.
21. Good thinking.
22. Now you've got the hang of it.
23. Exactly right.
24. Super!
25. That's a good point.
26. That's a good observation.
27. You've got it now.
28. Nice going.
29. You make it look easy.
30. I'm proud of you.
31. Fantastic!
32. I'm impressed.
33. Wonderful.
34. Way to go!
35. I appreciate your ideas.
36. First rate.
37. Good job.
38. You do nice work.
39. How fun!
40. I knew you could do it!

A Child's Ten Commandments to Parents

1. My hands are small; please don't expect perfection when I make a bed, draw a picture, or throw a ball. My legs are short; please slow down so that I can keep up with you.
2. My eyes have not seen the world as yours have; please let me explore safely; don't restrict me unnecessarily
3. Housework will always be there. I'm only little for such a short time - please take time to explain things to me about this wonderful world, and do so willingly.
4. My feelings are tender; please be sensitive to my needs; don't nag me all day long. (You wouldn't want to be nagged for your inquisitiveness) Treat me as you would like to be treated.
5. I am a special gift from God; please treasure me as God intended you to do, holding me accountable for my actions, giving me guidelines to live by, and disciplining me in a loving manner.
6. I need your encouragement to grow. Please go easy on the criticism; remember, you can criticise the things I do with out criticising me.
7. Please give me the freedom to make decisions concerning myself. Permit me to fail, so that I can learn from my mistakes. Then someday I'll be prepared to make the kind of decisions life requires of me
8. Please don't do things over for me. Somehow that makes me feel that my efforts didn't quite measure up to your expectations. I know it's hard, but please try not to compare me with my brother or sister.
9. Please don't be afraid to leave me for a weekend together. Kids need vacations from parents, just as parents need vacations from kids. Besides, it's a great way to show us kids that your marriage is very special
10. Please take me to Sabbath school and church regularly, setting a good example for me to follow. I enjoy learning more about God.

Adopted from Parenthood Without Hassles by Kevin Lemam

The

*Seventh-day Adventist Church
would like to recognise*

promise to make Jesus their best friend.

Pastor

Because I know that God loves me - I choose to live my life as one of his children and I want to learn more about him.

Signed _____ *Date* _____

As your faith friend I promise to support and care for you.

Faith Friend



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