

MAY 31, 2020

LESSON 14 UNIT 3

Chosen by the King

Serving the King

Scripture Focus

Daniel; Esther

BuildUP Theme



UNDERSTAND BIBLICAL ETHICS

We serve only one King.

Measurable Response

The students will understand that serving God is for a lifetime.

Memory Verse

Review of unit 2 and unit 3 verses.

Teacher Preparation

Read Daniel 5. Note Daniel's abilities and contrast them with his humility. Where does courage fit into Daniel's life in the kingdom?

Read the entire book of Esther again. How did Esther and Mordecai show their faith in the One true God, even though His name is not mentioned?

Consider the political climate in the countries of world today. Is there a Daniel whom God has chosen to serve in a government? Is there an Esther who has been put in a position of influence to honor God in a kingdom or nation or even a state?

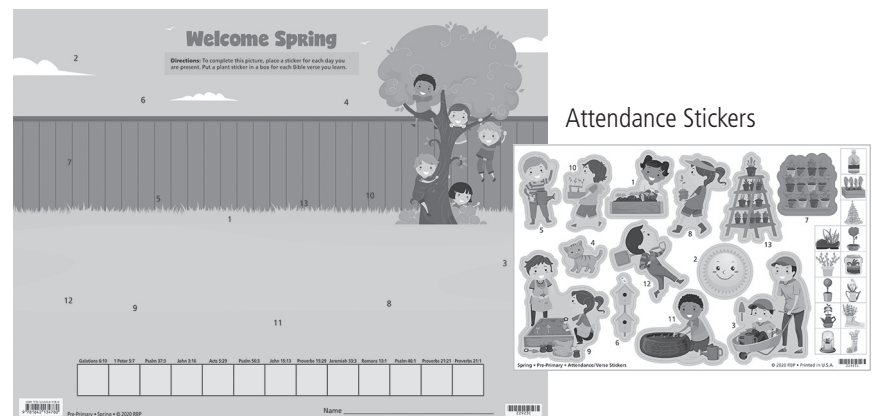
We will never know who trained Daniel and his friends to stand for God in captivity, but they were well taught as children. Mordecai took Esther into his home and raised her to know God and the importance of her people in God's plan for the Savior. But who taught Mordecai? We will never know.

You have an opportunity to teach and train the children in your class to take a stand for God. Be faithful in the responsibility the Lord has chosen you to do. You are in the service of the King.

Attendance and Verse

Direct the students' attention to the attendance and verse charts posted in the room. If some children have not used all their attendance stickers, let them choose one to add to their charts today. If they have used all their stickers, provide a star or another sticker of your choosing. At this time, students may earn a plant sticker by reciting Proverbs 21:1, the memory verse from last week.

Attendance Chart



Session Starters

Option 1—Role Play Review

Gather

- Provide baskets or boxes of props for each Bible character covered in units 2 and 3. Place items specific to stories in separate boxes. For instance, to role play Daniel and his friends refusing to eat the king's meat, provide a box of robes, sashes, trays, plastic fruits and veggies, water bottles, meat, crown.
- Provide the prepared "wall" for Mordecai, the fiery furnace box, and the throne.

Steps

1. Divide into groups with a teen or other helper and let them decide what story to review.
2. Direct the groups to the appropriate prop boxes.
3. Let the helper narrate if a student does not want to.
4. Also let the audience ask questions for the characters to answer or explain.

Option 2—Song Fest

Gather

- Resource 48-R1 ("God Is So Good"); 48-R2 ("God Is So Great") 48-R10 ("Whisper a Prayer"); 48-R16 ("Jesus Loves and Cares") from resource CD #1248.

Steps

1. Be prepared with copies of the songs that were emphasized this quarter (see Gather) and include "Obedience Is" and "Trust and Obey."
2. Let students choose a favorite song from those listed above. Choose volunteers to lead the singing.

Option 3—Looking Back

Look back through the Unit 2 and 3 options. Plan to do an option that you did not choose before.

Transition

1. Instruct students to help you clean up.
2. Sing a song about prayer as you work; e.g., “Whisper a Prayer.”
3. Guide students to your story time area for the Bible lesson. The teaching visuals and Bible time teacher should already be in the designated Bible story area.
4. Fold your hands and bow your head as a cue to the students that you are going to pray. Thank God for bringing you together today. Ask Him to help you teach and to help the students listen, learn, and obey.

Bible Study

Read the Bible Study options below and prepare the items needed for review.

Option 1—Picture Walk

Gather

- Teaching pictures 48-8—48-10, 48-13, 48-14 from resource kit #1248.
- Flannelgraph figures for scenes from stories on Daniel and Easter.
- Dress-up clothes for kings and queens (include crowns, capes, scepters, sashes).

Steps

1. Before class, post the pictures, grouping by story. If using flannelgraph, borrow a couple more flannel boards and set up more than one story scene to view on your walk.
2. Let students dress up as kings and queens.
3. Lead a picture walk of the kings and queens to the story areas and ask questions about what happened. Students may refer to the pictures.

Option 2—First Person Storytelling

Gather

- Adult dress-up clothes for stories of your choice.
- A script written in first person.
- Props as needed for storytelling.
- Adult volunteers to tell their character's story.
- Copies of selected Bible stories from the teacher book.

Steps

1. This is a great time to enlist a teen or adult with drama abilities to enact a first-person account of a Bible character's role in a story. Select a main story character from Unit 2 or Unit 3, or let the "actor" choose the character. He (she) should dress in costume.
2. If you are the storyteller, write your script or notes on the story and practice speaking in first person. If someone else is the storyteller, let him write his own script but remind him to stay true to the story. Distribute a copy of the Bible story as written in the teacher book.
3. Determine the time frame the "actor" needs and let him know how much time he has to tell his story.
4. Let this be a surprise for the students. Introduce the character. (Bible character knocks at door.) "Oh, look everyone. Daniel has come to visit our class this morning. Do you want to speak to our class today?"

"Yes. I want to tell the boys and girls what happened to me when I didn't obey the king's law."
5. Let students ask questions of the character (optional).

Memory Builder

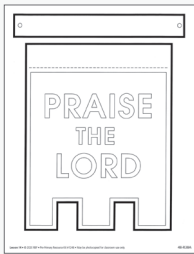
Chalk on the Walk

Gather

- Verse posters E, F, H, I, J, K, L, M printed from resource CD #1248.
- Sidewalk chalk.
- Wipes for hands.
- Enlist more helpers for this activity.

Steps

1. Before class, get permission for a sidewalk chalk activity. Secure several boxes of chalk so there is enough for each student (borrow from parents of your students, if needed).
2. Assign a poster to each student and a portion of sidewalk.
3. Help the student read or recite the verse. Review what is happening in the poster picture.
4. Distribute sidewalk chalk. Each student is to draw a picture or item to represent his verse. Give a time frame.
5. Take a walk around each drawing. Let each student tell about his verse and his picture. He may recite all or part of the verse.



48-R38a



48-R38b

Note: Children staying for Junior Church will take their banners with them to decorate the room.

Session Application

Gather

- Resources 48-R38a and 38b (banners) from Lesson 14 on the CD.
- Colored construction paper or lightweight card stock.
- Coloring supplies.
- Paper punch.
- Yarn or ribbon.
- Decorative items (optional).
- Dowel rods (optional).
- Scissors; glue sticks; tape.
- Sample banner.
- *Strong Kids at Home* Insert No. 2 for students who are leaving the room at this time.

Steps

1. Before class, make copies of both banners to give students a choice. Copy onto colored construction paper or card stock. Make a sample banner. Embellish with decorative items.
2. Direct students to tables. Show your sample banner. Read the words on both banner resources and let students choose which one they want to make. Write names on the backs of the banners.

EXPLAIN: All the Jews in the entire kingdom celebrated for many days because Esther obeyed and was brave to go to the king and ask for help for her people. There would have been feasting and singing and waving of banners. To celebrate and remember what we have learned about our great God, we are going to make banners. If you are staying for Junior Church, you will need your banner to decorate the room.

3. Distribute the coloring supplies and scissors.
4. Students color the words on the banners and decorate (stickers, gems, glitter).
5. Students cut out the banners and the mounting strip, unless you are using dowels. Fold on the dotted line.
6. Punch holes in the mounting strip. Fold the banner over the strip and glue or tape. To hang the banner, tie a length of yarn or ribbon through the holes.
7. If using a dowel rod, center and fold the banner over the rod and tape or glue. Help students tie lengths of yarn or ribbon on each end to hang the banner.
8. Students may add additional ribbons to hang off each end of the dowel to make the banner more festive (optional).
9. If time permits, sing "My God Is So Great" or "God Is So Good" and wave banners as you sing.
10. Distribute any crafts students made and today's *Strong Kids at Home* Insert No. 2 to students who are leaving the room at this time.