

# Love

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# LOVE - UNIT OVERVIEW

**MEMORY VERSE:** Love is patient, love is kind. It does not envy, it does not boast, it is not proud. It is not rude, it is not self-seeking, it is not easily angered, it keeps no record of wrongs. Love does not delight in evil, but rejoices with the truth. 1 Corinthians 13:4-6

The Bible tells us through the greatest two commands who we are to love. **This unit seeks to help these students understand what love is and how we are to show it.** God gives us the endless supply of love that we need, and it is His model and His alone, that we should compare ourselves to each day.

**This unit was also designed to celebrate Black History Month.** The aim is to increase the students' awareness of the spiritual legacy that African Americans have in this country as "strivers and uplifters." The cross-section of "heroes" included in this unit was drawn from a long, long list of faith-keepers, justice-seekers, risk-takers and barrier-breakers – those who have made noteworthy contributions to their fellow-man and to American life.

We recommend setting up a bulletin board specifically for "Black History Month" so that as the month goes by, you can display images of these heroes. This will serve as a visual reminder of what the children have learned. Be sure that each time you add a new face to review the previous ones.

In this unit on Love with segments honoring Black History Month, you will find...

**BIBLE CLUB's** that show your students what love is, through many passages in the New and Old Testament.

**PRACTICAL LIVING** gives the students a chance to learn about Jacob Lawrence (a renowned artist), Jesse Owens (an Olympic gold medalist) and Thomas Dorsey (composer and touted as the "Father of Gospel Music"). The children also will hear from "hometown heroes" during this time, so that they can learn to appreciate the people who are right around them.

**READ-ALOUDs**, give them opportunities to hear stories about Mary McLeod Bethune (educator and advocate), Dr. Ben Carson (neurosurgeon), Shirley Chisholm (activist) and others who have made a profound difference in the lives of many people.

In **CRAFTS** and **RECREATION**, the students can also learn to show their love in tangible ways!

It is our prayer that this unit will allow the children to gain a fresh outlook on love and encourage them to reflect on what it really means to be a "hero."

## WHAT IS LOVE?: WEEK 1

# WEEK 1 - BIBLE CLUB

**LESSON AIM:** To help the child understand what love is.

**SCRIPTURE:** 1 Corinthians 13

**MEMORY VERSE:** Love is patient, love is kind. It does not envy, it does not boast, it is not proud. It is not rude, it is not self-seeking, it is not easily angered, it keeps no record of wrongs. Love does not delight in evil, but rejoices with the truth. 1 Corinthians 13:4-6

**1 Corinthians 13 has often been described as the “Love Chapter.”** This seems to be the fitting place to start a unit on love. It tells us what love is and what love is not. It gives analogies and word pictures in order to illustrate the importance of this great character quality.

Let’s look at the first section. The first three verses take things that the Corinthians did well, like speaking in many languages, fathoming mysteries and knowledge, and even prophecy. Paul is not degrading these gifts, but he is using them as a marker to show how much more important love is!

The second section, verses 4 - 7 plainly describes what love is and what love is not. Paul gives 14 illustrations -- 7 positive and 7 negative. It is a very complete passage, probably why so much emphasis has been placed on it.

Then, as he begins verse 8, he has the last illustration, “love never fails” then he goes on to show how in the end, love will be all that matters.

There was a slogan used by Bart Campolo in his ministry, “Kingdom Works”, that really sums it all up. It says, “Love God. Love people. Nothing else matters.”

Very simply put, yet very profound. Spend this month getting to know lots of different ways to be able to do that!

Discipleship  
Tip

This week, take some time to get one-on-one with a student and talk to them about what they think love is. Ask them to tell you about someone who loves them. Use this person to contrast how much more perfect the love of Christ is. People will always let us down, but God will always be there for us. Challenge them to pray and thank God for the way that He shows them love each and every day.

## Hook

- Divide your staff into two categories today.
- One group should be the ones that demonstrate what love is. The other group will show what love is not.
- The group that demonstrates what love is should do some extra special things for the students. For example: They could write a special note to each student in their class. They could be extra patient and kind today, without being too lenient. They might offer to put away their backpacks for them; they could do anything that they know that shows the student love.

**Teaching Tip:** You might want to write down at least three things that you plan to do for the students, so that this will work. Sometimes if you are not purposeful, the day could slip by without getting a chance to show them extra love!

- The other staff members should make sure that they demonstrate all of the things that love is not. They might get mad at little things, be rude, proud, looking out for themselves, and other things like this.
- Be sure that all students have a chance to interact with all the staff, so that they are not only with the unloving staff member.
- Begin this role-playing from the time that they walk in the door, until Bible Club.
- When they come in for Bible Club, ask them these debrief questions.

## DEBRIEF

**What did you notice about \_\_\_\_\_ (staff who was loving, we will call them staff A) that might have been different, or something that you really liked about them today?**

**What did you notice about \_\_\_\_\_ (staff who was unloving, staff B) that might have been different than normal.**

**How did Staff A's actions make you feel?**

**How did Staff B's action make you feel?**

**Which person would you rather be around? Why is that?**

**Who do you think was more like Jesus?**

## Bible Story

The section of scripture that you will teach today is not a story, so it can't be told in a traditional story way. Today, the children will act out the truth, so that they can have some way to remember the scripture that they are learning.

### BEFORE BIBLE CLUB:

- Cut the cards apart that tell the story of the passage that you will be teaching, so that they will be ready to hand out.
- Another option would be to divide the students into their age groups and do the skits in their age levels. In this case you would want to make additional copies of the cards, so that each group could have their own set.
- Have the students sit in a circle on the floor.
- Then organize them in groups of two or three. They don't need to move, just know whom they are working with.

Once they have figured out who their partners are, tell them, **“Today we are going to be acting out a section of scripture. Each of you will have a sentence, or less to act out, so it won't be very long. I will be giving each of you a card that has your section of scripture on it. If you have a question about what it means, please ask one of us. Some of the cards have pictures on them and some do not.”**

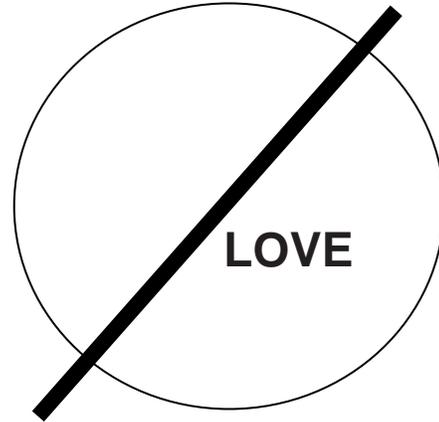
- The children may not be able to understand some of the words, so you will need to give them some extra help.
- Some of the pairs may have someone who can't read in the group. Make sure you look for these students, so that they are not feeling defeated, while others are working.
- Give the students about 4-5 minutes to figure out something to do. They should be pretty easy.
- If you have too many cards, give groups that you think will do a good job more than one or you can pass them out however you think will work best.
- Make sure when you pass the cards out you go in order so that the students will know in advance when it is about to be their turn. Tell the students that the cards are in order so that they will know.
- You might want to go through the actions more than once, so that they can practice it first, and then they will have a chance to feel more comfortable so they can really begin to watch everyone else's actions.
- Remind them that their memory verse is in the middle of this passage. They need to be getting used to it.
- The group that has the memory verse to act out can use the same actions that the memory verse uses if they want. It will help reinforce the actions that they already know!
- Tell the students that anytime they see the word “it”, it refers to love.

1



If I speak with the  
tongues of man  
and angels

2



but do not  
have love

3



resounding gong



clanging cymbal

I have become a  
resounding gong or a  
clanging cymbal.

4

Gift of prophecy

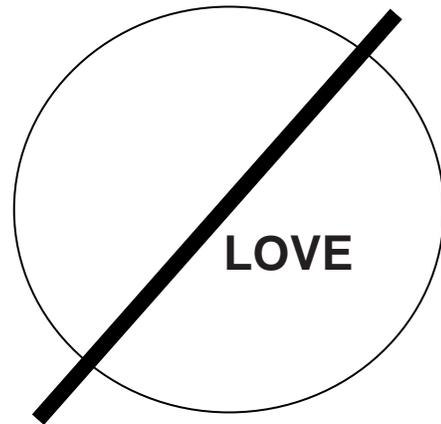
If I have the gift of  
prophecy and can  
fathom all mysteries  
and all knowledge;

5



And if I have  
the faith that can  
move mountains

6



but do not  
have love,  
I am nothing

7



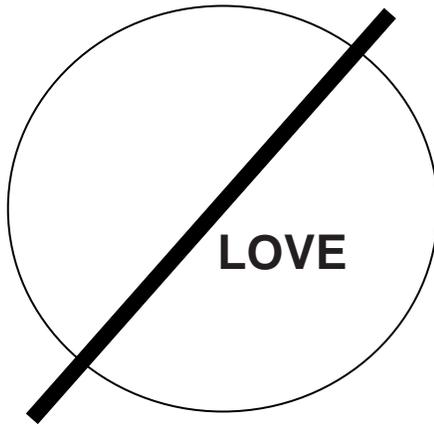
If I give all I possess  
to the poor,

8



And surrender my  
body to the flames,

9



but have not love,  
I gain nothing

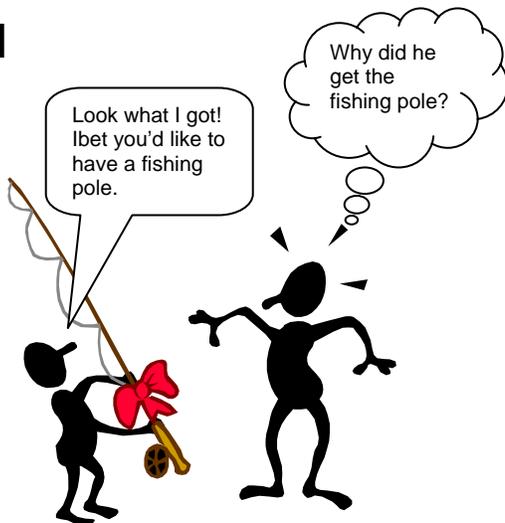
10

**Not yet!**



Love is patient,  
love is kind

11



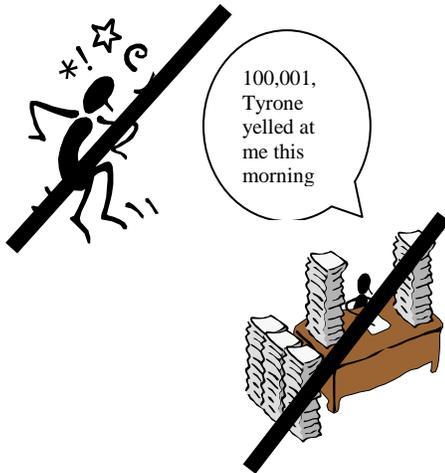
It does not envy, it  
does not boast, it is  
not proud.

12



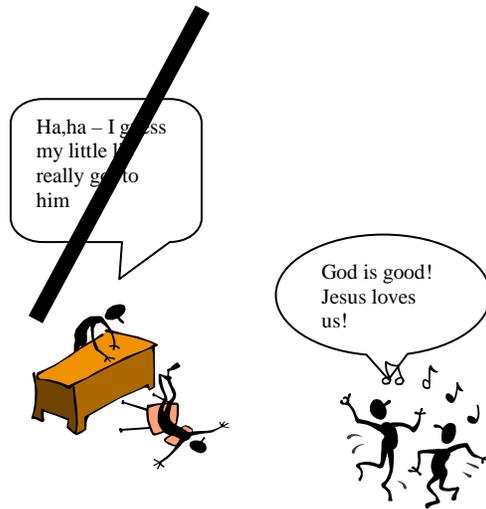
It is not rude, it is  
not self-seeking,

13



It is not easily  
angered, it keeps no  
record of wrongs

14



Love does not delight  
in evil, but rejoices with  
the truth.

15

It always protects  
always trusts  
always hopes  
and always  
perseveres.

16

**Love  
never  
fails.**

17

~~The future is~~

But where there are prophecies they will cease;

18

**Speaking  
*strange  
languages***

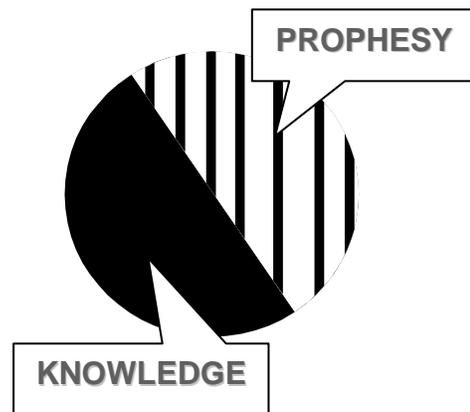
Where there are tongues they may be stilled;

19



Where there is knowledge, it will pass away.

20



For we know in part and we prophecy in part.

21

But when  
perfection comes  
the imperfection  
disappears.

22

Faith  
Hope  
Love

And now these  
three remain: faith,  
hope and love,

23



and the greatest of  
these is love.

24

**1 Corinthians  
13:1-10, 13**

**ACTION  
CARDS**

**DISCUSSION QUESTIONS**

**What was the whole section of scripture that we just studied, talking about?** (*Love*)

**Can anyone remember some of the things that this chapter said love is?** (*Patient, kind, rejoices with truth, protects, hopes, trust, and perseveres.*)

**Can anyone remember what love is not?** (*Proud, envious, rude, boastful, self-seeking, keeps records of wrongs, and does not delight in evil.*)

**Who do you think set the model of love for us?** (*Jesus.*)

**How do we know that Jesus loves us?**

**Look in your Bible at John 15:13. What does it say is the best way to show that you love someone?** (*Die for them.*)

**What if one of your friends stepped in front of a bullet for you? Let's say that they didn't die. How would you feel about this person now? If they asked you to do something for them, would you do it? Why?**

**Is it any different with Jesus?**

**Have any of you had someone die, when you should have been the one to die? If you have Jesus in your heart, you have!**

**So what does it feel like to have someone die for you?** You must feel pretty important! I know I do!

**What are some of the ways that you know that Jesus loves you?**

**How can you show the same love that he has for you, to others? What can you do?**

**How did it feel today when some of the staff was being really nice to you? Did it make you want to be around them? Since you know that they are Christians, and that they were being so nice how did that make you think about Jesus or Christians?**

**What was it like, hanging around the staff that weren't showing love? What did this make you think about Christians?**

**We need to think about the way we treat people at school as well as anyone we come in contact with, because we represent Jesus to them!**

Spend some time in prayer with the kids, asking God to show them ways to show His love for them to others. Challenge them to write something down, that they plan to do for someone else. Encourage them now verbally, so that you can set an example of what it means to show love through your words.

# WEEK 1 - SKIT

**CHARACTERS:** Reuben and Maria

**SCENE:** Reuben is sick in bed, and Maria is serving him.

Maria walks into the room where Reuben is lying down, because he is sick.

**Maria:** Hey Reuben, how are you feeling?

**Reuben:** Not too good. My head hurts and I can't even breathe. If I even try to sit up it feels like the whole room is spinning.

**Maria:** Would you like me to get you something to drink?

**Reuben:** That would be good. Hey, didn't you go to S.A.Y. Yes!® today, after school?

**Maria:** No, I came right home because I knew you were home by yourself and no one else was here to help you out.

**Reuben:** You mean you missed S.A.Y. Yes!® for me?

**Maria:** Of course, you're my brother! There's only one of you!

**Reuben:** In that case, could you walk down to the store and get me some ice cream? That would sure make me feel better!

**Maria:** Reuben! You know Mom won't let me do that!

**Reuben:** Just kidding. I'll take some fruit punch.

**Maria:** Now, that I can do. Be right back.

Maria leaves to get Reuben a drink.

**Reuben:** (praying) God, thank you for a family that loves me. Amen.

## DEBRIEF

**What was it that Maria did for Reuben, to show love?** (She stayed home from the center to take care of Reuben when he was sick.)

**Why do you think Reuben was impressed by what she did?** (Because she gave up her own time to help him.)

**Is there anything else you can think of that we can do, to show God's love to other people?**

## WEEK 1 - MEMORY VERSE

**MEMORY VERSE:** Love is patient, love is kind. It does not envy, it does not boast, it is not proud. It is not rude, it is not self-seeking, it is not easily angered, it keeps no record of wrongs. Love does not delight in evil, but rejoices with the truth.  
1 Corinthians 13:4-6

### EXPLANATION OF THE VERSE

Simply stated, this passage gives us the definition of true love. It tells us what love is and what it is not. Both are important in our understanding. The entire passage is included in the first Bible Club. You also might want to choose a section of this for the younger children to memorize. This might help them memorize it easier.

### TEACHING THE VERSE

- Read the scripture to the children
- Teach two of the actions from below at a time
- Each time you teach two new actions, start at the beginning again. This is so the children do not forget the previous actions.
- Do this until you've completed the verse
- Then, do it two more times as a group.
- If you have the time, separate the children into two groups and see who does the best job reciting the verse.

### VERSE ACTIONS -- 1 Corinthians 13:4-6

**Love:** Cross your arms over your chest while making a fist with your hands.

**is:** Clap.

**patient:** Point to your watch, or to the place where a watch would go and make a face that shows someone who doesn't want to wait.

**Love:** Cross your arms over your chest while making a fist with your hands.

**is:** Clap.

**kind:** Point to your smile with both pointer fingers.

**It:** Cross your arms over your chest while making a fist with your hands.

**does:** Clap.

**not:** Shake your head no.

## Week 1 – What is Love?

<b>envy:</b>	Glare at someone and fold your arms over your chest.
<b>it:</b>	Cross your arms over your chest while making a fist with your hands.
<b>does:</b>	Clap.
<b>not:</b>	Shake your head no.
<b>boast:</b>	Beat your chest.
<b>It:</b>	Cross your arms over your chest while making a fist with your hands.
<b>is:</b>	Clap.
<b>not:</b>	Shake your head no.
<b>proud:</b>	Hold your head high and strut around a little.
<b>It:</b>	Cross your arms over your chest while making a fist with your hands.
<b>is:</b>	Clap.
<b>not:</b>	Shake your head no.
<b>rude:</b>	Hold your hand, as if to stop someone, and then roll your eyes and turn away.
<b>it:</b>	Cross your arms over your chest while making a fist with your hands.
<b>is:</b>	Clap.
<b>not:</b>	Shake your head no.
<b>self:</b>	Point at yourself.
<b>seeking:</b>	Hold your hand above your eyes, as if to shield your eyes from the sun, and look out.
<b>it:</b>	Cross your arms over your chest while making a fist with your hands.
<b>is:</b>	Clap.
<b>not:</b>	Shake your head no.
<b>easily:</b>	Pat your legs.
<b>angered:</b>	Make a mad face and fold your arms.
<b>it:</b>	Cross your arms over your chest while making a fist with your hands.
<b>keeps:</b>	Pretend to put something in your pocket.
<b>no:</b>	Shake your head no.
<b>record:</b>	Act like you are writing something down.
<b>of:</b>	Snap.
<b>wrongs:</b>	Hold you arms up to make an 'X'.
<b>Love:</b>	Cross your arms over your chest while making a fist with your hands.
<b>does:</b>	Clap.
<b>not:</b>	Shake your head no.
<b>delight:</b>	Jump for joy.
<b>in:</b>	Snap.

- evil:** Make two little horns with your pointer fingers, and look around mischievously.
- but:** Pat your legs.
- rejoices:** Jump for joy.
- with:** Clasp your hands together.
- the:** Clap.
- truth:** Point up to God (explain that Jesus is the truth that we must believe in to be saved).
- I Corinthians:** Shout these words.
- 13: 4-6:** Hold up fingers to represent the numbers. Do one number at a time.

## **DUCK DUCK VERSE**

**MATERIALS:** None.

- Have everyone sit on the floor in a large circle.
- One player is chosen to be “It”.
- “IT” goes around the circle, tapping each player on the head and saying, “Duck, Duck, Duck, Duck, VERSE.”
- The player whose head is tapped, “VERSE” stands up and chases “IT”.
- If “IT”, makes it around to the space of the player she touches, then “IT”, has the opportunity to say the verse.
- If the “CHASER” tags “IT”, before “IT” gets to the vacant spot, then the “CHASER” gets the opportunity to say the verse.
- If the player is able to say the verse, give him 3\* S.A.Y. Yes!® Dollars.

\*This amount is a suggestion that may vary from center to center. The amount should be equal to about half a day’s worth of dollars. This will let the children see how it is important to memorize scripture. Make sure that everyone gets a chance to be tagged.

# WEEK 1 - PRACTICAL LIVING

## Learning to Enjoy Life

**MATERIALS:** Small bags that hold assorted small items (i.e. pennies, small stones, bottle caps, beans, buttons, screws, nuts & bolts, pieces of wrapped candy, egg carton, small box of markers, sheets of paper, etc.) one bag for every four students.

**OBJECT:** To show the children that being creative, when they want something to do, is a way to show their parents (or caretakers) that they are content to channel their energies into something positive. It is a good way to show love!

### TO DO

*New!*

Read about **Jacob Lawrence**

By Tonya Bolden *Portraits of African-American Heroes*; pages 50 - 53

“For [Jacob Lawrence], art was refuge and respite, escape and exploration during the days of the Great Depression.”

- Ask the students:
  - “Do you think “Jake” (Jacob Lawrence) had anything to complain about in his life?”
  - When he didn’t complain and instead, found something to do, what do you think that said about his character?
  - How do you think his creativity made his parents feel?

## OR, you may do the following . . .

Read the section on **Jesse Owens** that is provided.

- Ask the students:
  - “Do you think Jesse Owens had anything to complain about in his life?”
  - When he didn’t complain and instead, found something to do, what do you think that said about his character?
  - How do you think his creativity made his parents feel?

### ACTIVITY

- Give the students all of the following instructions before they begin to move or work, so that they will know exactly what they are to do.
- Tell the students:
  - “Today, you are going to get a chance to use some of your creativity, in order to find something to do, or make up something to do.”
  - You will be divided up in teams of four.
  - Each team will receive a bag of items from which you can design a game.
  - The thing that you decide to do, can be anything that you could do to entertain yourself.
- They can also use a piece of paper and a pencil if they need to do so.
- Give some awards out for the best games invented. Awards could be: “Most Creative”, “Most Playable”, “Best Game for a Rainy Day”, “Best Game to Play by Yourself”, etc.
- A good writing project for older students would be to have them write out the rules to their new games, and edit them, so that you could keep the rules at the center to play another time.
- Give the students most of the time that you have left to create their games.

Save a little time at the end for them to share the games that they made.

In recreation this week, you could set these games out on the day that you have free play so the students can play the games that they invented or even play someone else’s game.

**Show them a picture of Jacob Lawrence or Jesse Owens** and place it on the Black History Month bulletin board.

### DISCUSSION

#### **What are some things you can do at home to entertain yourself?**

Try to steer them away from T.V. Urge them to brainstorm.

Learning to entertain ourselves gives us a more joy-filled life. You are responsible for finding satisfaction in life for yourself. Don’t expect others to do it for you.

## Jesse Owens

There were many nights when J.C.'s mom thought that he would not live to see the next day. J.C. stood for James Cleveland. We know him today as Jesse Owens. Jesse was born in Alabama, in September of 1913. His parents were sharecroppers. This means that they worked the land that was owned by a landowner. They were very poor because the landowner, who shared the profits of the cotton with the sharecroppers, knew that they did not know how to do math. So the records always showed that they owed the landowner more than they could pay. When Jesse got sick, there was no money for doctors, so Jesse's mother tried to take care of him as best she could. They lived in a house made of cardboard and old wooden planks. When it rained, the water poured right into the house. When the wind blew on cold winter nights, it blew right through the house, making it as cold inside as it was outside. Every winter, Jesse got pneumonia, because of the drafty house, and he couldn't get better until warmer weather came.

When he was six-years-old, Jesse not only got sicker and sicker, but he developed a lump on his leg. The lump got bigger; until it was hurting so bad that he could barely walk. His mother did not know what to do, but she knew if she didn't do something, her son would surely die. She had his brother and his father hold him down while she cut the lump out herself. He had nothing to make the pain go away. All he could do was wait. Later, he said that this pain helped him. He said that after this, no other injury ever seemed very bad, because of the pain he had suffered then.

Because Jesse's family was so poor, they had no games or toys. The only real thing that Jesse could do for fun was run. His father was the fastest man in the county, and that made Jesse proud. He liked thinking of his father as a runner, and not a farmer. Running is what made Jesse famous.

Later, his family moved to Cleveland, Ohio. There, he was able to go to school for the first time, because there were no schools for blacks in Alabama. There, a P.E. teacher saw Jesse's speed and asked him to join the track team. The rest is history. Jesse went on to win four Gold metals in the 1936 Olympic games. He was named the world's fastest human. Because Jesse didn't sit and complain about there being nothing to do, he saw something that he was good at, and practiced it so that he became the best he could be. God receives glory when we take the talent that He gave us, and we do well with it. Jesse also showed how much love he had for his parents, as he made the most of what he had. It wasn't always easy, but he made it. In the end, he knew that all the time spent in training was worth it!

# Jesse Owens

Olympic Gold Medalist  
[1913 – 1980]

**Jesse Owens** was born to poor sharecroppers in Alabama. His childhood was full of many cases of pneumonia and other sicknesses, including a large growth on his leg that his mother had to remove herself, when Jesse was only six. Fighting to overcome all of this, his body became strong.

His family moved to Cleveland for better wages and at the age of 8 Jesse first entered school.

A Physical Education teacher asked Jesse if he would like to join the track team. Jesse trained for many years, and in high school, he set the world interscholastic record for the 100-yard-dash.

Jesse went on to college at Ohio State, and began training for the 1936 Olympic Games in Germany. There, Jesse Owens became the first black athlete to win four gold medals.



# WEEK 1 - READ-ALOUD

*New!*

## **Mary McLeod Bethune**

By Tonya Bolden     *Portraits of African-American Heroes*; pages 18 – 21

“If I have a legacy to leave my people, it is my philosophy of living and serving...I pray now that my philosophy may be helpful to those who share my vision of a world of peace, progress, brotherhood, and love.”  
—Mary McLeod Bethune

**OR, you may do the following . . .**

## **“The Tale of Peaz Maukkar, the Peacemaker”**

*O. Willikers in the Hall of Champions*; Chapter 7

This unit talks about people who are different and how we should love someone not because of the color of their skin or what they look like, but for who they are on the inside. This story talks about sharks who hated other sharks just because they were blue instead of white. Through working together, they find that they actually have much in common. Great way to illustrate how we all need each other.

**SUMMARY:** This story is about a shark who has a father who yells and likes to fight. He hates the blue sharks just because that is what his father did. There is a bully at school who picks on some of the other fish. The peacemaker shark is just looking to find a way to help everyone get along. They want to use basketball to unite everyone.

**OR, you may do the following . . .**

## **“The Man Who Broke the Color Barrier”**

By Hal Butler     *Moral Compass*, pages 348-352

**TEACHER’S TIP:** Although there is no documentation that Jackie Robinson made a profession of faith in Christ, his character exemplified Christ like qualities. It seems almost impossible to believe that anyone could have endured what he did and maintained the consistent response that he maintained without the help of a Savior who would be his defender!

**SUMMARY:** This is the story of the first African-American to play major league baseball. The story tells of the many things that he had to endure to be allowed to play. He constantly turned the other cheek, gave up all of his rights, and allowed people to say what they liked, without ever once responding.

In this first week on love, this is an example of what love looks like. He was patient, kind, kept no record of wrongs, and the list goes on.

**PRE- READING QUESTIONS**

- 1) **Do you think that anyone could play baseball in 1940? Who did they allow to play in the major leagues?** (Only white men.)
- 2) **Does anyone know who was the first African American who was allowed to play in major league baseball?** (Jackie Robinson.)
- 3) **What do you think it would be like to be the first African-American to play baseball in the major leagues?**

The story we are about to read will tell us exactly how hard it was.

**POST-READING QUESTIONS**

- 1) **What was the promise that Jackie Robinson had to make in order to be a part of the Dodgers?** (To never say anything back to the people who said something against him.)
- 2) **Do you think that this would be a hard promise to keep? Why?**
- 3) **What do you think it was that kept Jackie faithful to the promise that he made?**
- 4) **Do you think Jackie ever thought, “I just want to say something one time, just once I want to get back at them.” If you do think that, what do you think would have happened if he had done it?**
- 5) **What does the Bible say about sin? Do you think there is any place in the Bible that says if people are really mean to you, you can do something back to them one time? Do you think that Jackie Robinson responded to the people who were doing wrong to him, in the way that Jesus would have wanted him to?**

Be sure to add Jacob Lawrence or Jackie Robinson to your Black History Month board.

# Jackie Robinson

Major League Baseball Player  
[1919 – 1972]

*Jackie Robinson was the first African-American to play in the Major Leagues. He had played in the Negro Leagues until Branch Rickey, the general manager of the Brooklyn Dodgers, decided that he wanted to take a risky step. He told Jackie that he would sign him to the team, if he would promise not to say anything when people said and did mean things to him. Jackie agreed.*

*Because of the Christ-like character that he displayed, Jackie finally gained the respect of Pee Wee Reese, a fellow Dodger teammate. Their friendship broke the ice for the fans to begin cheering for Jackie*



*People could see that the color of a person's skin had nothing to do with how well they could play baseball.*

# WEEK 1 - CRAFTS

## ✂ What Does the Verse Look Like to You?

**MATERIALS:** Old magazines, a poster board for every four students, a copy of the verse for each group, scissors and glue sticks.

This week in Bible Club, the students acted out the verse from action cards that illustrated different parts of the verse. Today in craft, they will get a chance to illustrate the verse, using old magazines and their own drawings.

- Divide the children into groups. No more than four children per group.
- Give each child a poster board, a copy of a section of the verse, and some glue and scissors.
- Tell the children that they are to look in the magazines to find pictures, or to draw a picture that illustrates a section of the verse in I Corinthians, that we talked about in Bible Club.
- Be sure to show them an example of one that you have made.
- Tell them that for the next month, as they study about love, you will hang these around the center to remind us what love is.
- Certain parts of this verse will be more challenging to illustrate than others. You might want to give the middle age group the first section, the youngest could get the middle, and the oldest group could get the last section.
- You might even want to break the sections down into smaller sections than that.
- If they don't get a chance to finish, this would be a good thing to put in their classrooms, and let them work on later, as they finish their homework.

### GUIDED CONVERSATION

As the children work on their posters, talk with them about the aspect of love, of which they are making a poster. For instance:

**“Have you ever felt envious of what someone else had?” “What did it feel like?” “How might you rejoice with others, even though you want what they have?”**

**If I speak with the tongues of men and of angels,  
but have not love, I am only a resounding gong or  
a clanging cymbal. If I have the gift of prophecy  
and can fathom all mysteries and all knowledge,  
and if I have a faith that can move mountains, but  
have not love, I am nothing. If I give all I possess  
to the poor, and surrender my body to the flames,  
but have not love, I gain nothing.**

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**Love is patient, love is kind. It does not envy, it does not boast, it is not proud. It is not rude, it is not self-seeking, it is not easily angered, it keeps no record of wrongs. Love does not delight in evil, but rejoices with the truth. It always protects, always trusts, always hopes, and always perseveres.**

**Love never fails. But where there are prophecies, they will cease; where there are tongues, they will be stilled; where there is knowledge, it will pass away. For we know in part and we prophesy in part, but when perfection comes, the imperfection disappears... And now these three remain: faith, hope and love. But the greatest of these is love.**

# WEEK 1 - RECREATION

## DAY ONE: Team Building

**MATERIALS:** *Butcher paper, marking pens.*

**SETUP:**

- Today you are going to create two permanent teams. These teams will play together everyday during recreation time. Change the teams around every month or two.
- You will want to make sure the teams are evenly matched, age-wise.
- Sit down as a Staff team and decide who will be on what teams.

**TO DO:**

- Have each team come up with a team name.
- Have each team create a team cheer.
- Remember that during recreation time, winning isn't as important as participation and spirit.
- Make posters, which you will post up and keep the scores.
- The poster needs to be placed where the kids can see it.

THE WISE ONES		THE WISDOM SEEKERS	
COMPETITION	SPIRIT POINTS	COMPETITION	SPIRIT POINTS
1,000	20,000	2,000	10,000
500	10,000	1,000	30,000
500	40,000	2,000	10,000

- Explain that competition points will be given out in one thousand increments, and Spirit Points in ten thousand increments.
- At the end of each week, you can give out S.A.Y. Yes!<sup>®</sup> dollars in accordance with the points. Every 1,000 competition points may be worth 1 dollar or every 10,000 spirit points may be worth 1 dollar.
- The coordinator of recreation assigns the points.
- Have the two teams do their cheers. Begin the scoring with this activity.

How many of the kids participated? How did they encourage each other? How creative was the cheer? Did it include physical activity? (Making a pyramid, doing hand gestures, etc.)

**DEBRIEF**

**How can you show love to the members of your team?**

**How can you show love to those on the opposing team?**

**What traits do you like in the people with whom you are playing?**

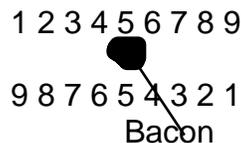
If time is left, have a game ready from the past weeks to play.

**DAY TWO: Steal The Bacon**

**MATERIALS:** Something to use as the “bacon”.

**SETUP**

- Have the students break into their two teams.
- Each team forms a line, facing each other.
- Number each team, start the numbering from the opposite ends. Try to match students age-wise, as much as possible.



**TO PLAY**

- The “bacon” (rag, chalk eraser, twig, etc.) is laid in the center, between the two teams.
- The leader calls out a number.
- The two players with that number, run to the center and try to grab the “bacon”.
- However, if you are holding the “bacon”, and the opposing player tags you, his team receives the point.
- If you grab the “bacon”, and are able to make it back to your line without being tagged, your team wins a point.
- Players may pick up the “bacon”, and drop it if they think they are going to be tagged.
- The “bacon” may be kicked or tossed, BUT, it must be carried across the line.

**DEBRIEF**

**Does anyone think that you can show love, when you are playing a game like this? If someone does, how can we do it?** (Remind the students when you say “love”, you don’t mean it in a romantic way, but the love of God.)

**Does anyone know the memory verse?** (If they don’t, tell it to them)

**From this verse, can anyone think of any ways to show love to each other, when we play games?**

## DAY THREE: Shoe Scramble

**MATERIALS:** None.

**OBJECT:** To be the first team to have all its shoes back on, laced, buckled, etc.

### SETUP

- Divide players into their teams.
- Have all players remove their shoes and place them in one big pile.
- Mix up the pile, make sure no shoes are tied together, and place the pile at an equal distance from all of the teams.
- When the counselor says, "Go," the first player from each team runs to the pile, finds his shoes and returns to his team, tagging the next player.
- The second player runs to the pile and finds his shoes, returning to tag the third player.
- The next player may go before the first player has his shoes completely on, and tied.
- Every player must have his shoes on and tied, before the team is declared a winner.

### DEBRIEF

**How did the players respond to others on their team when they were losing?**

**How did they respond when they were winning?**

**Did anyone get hurt because someone else was trying so hard to win?**

**Are there any rules that you could add to this game that could help people show love to each other as they play?**

(This is a critical thinking skill, and a higher level thinking exercise. Let them struggle a little to think of something to change in this game, before you give them your ideas.)

## DAY FOUR: Free Play

**MATERIALS:** Balls, jump ropes, chalk, Frisbees, hula-hoops, etc.

### SETUP:

- Let the children choose what they would like to play today.
- It must be a group choice.

### TO PLAY

- Have the children work out the rules.
- Adults, stay in the background, but do participate as a "kid". This is not a time to rest.
- Let them work out any disagreements by themselves, as much as possible. Step in only if there is possible physical or emotional torment.

**OBSERVE**

- Is love demonstrated as the children play?
- Who displays the most compassion?

**DEBRIEF**

How were you shown love during playtime?

Think of the different aspects of love mentioned in 1 Corinthians 13. Which is the most difficult to do, while playing?

## GOD LOVES US FIRST: WEEK 2

# WEEK 2 – BIBLE CLUB

- LESSON AIM:** To help the child understand that God is the one who loved us first.
- SCRIPTURE:** Romans 5:6-8
- MEMORY VERSE:** Love is patient, love is kind. It does not envy, it does not boast, it is not proud. It is not rude, it is not self-seeking, it is not easily angered, it keeps no record of wrongs. Love does not delight in evil, but rejoices with the truth.  
1 Corinthians 13:4-6

### God Demonstrates His Love to Us

If you ever had a chance to share your faith with someone, this passage in Romans is probably one that you shared with them. This passage says very simply, that Jesus died for us when we did nothing to deserve it.

If you notice, the first two verses talk about how someone might die for a good man, although it would be rare to see. This makes the work Jesus did for us on the cross, that much more amazing, because we did absolutely nothing to deserve it. More than that, we did everything to deserve to eternally be separated from our loving Creator.

What we want the students to see this week, is that there is nothing that they have done to deserve the unconditional love of their Heavenly Father, yet he continues to offer it. This week is very foundational in this month's unit. If we can help them understand how completely God loves them, then they will be able to see where the love comes from, with which they are to love others. Without the love of Christ, it is impossible to love others.

Continue to talk about the African-American Christians that are included in the unit, as people who have loved with the love of Christ, and how this love has been able to make a difference in lives.

Discipleship  
Tip

*This week, take some time to get one-on-one with a student. Encourage them to think of things that God has done to show them that he loved them first, (providing a S.A.Y. Yes!® center for them). Share with them some ways that God has shown his love for you. Ask them if there is any reason that they might feel like God doesn't love them. If you can, show them in the Bible where they can have that area set straight. They need to know that God loves them above anything else. Don't miss this chance with them.*

## Hook

**MATERIALS:** None

**OBJECT:** To let the children see someone loves them, even when they don't deserve it.

### TO DO

- Tell the students that when they come in for snack, that they are not to make any noise, whatsoever.
- If anyone does make noise, he/she must stand in a place that you have designated, on one foot (or raising both arms or something similar).
- Be very picky about the noise, so that at some point everyone will be in the designated spot.
- After most of the people are standing on one foot, have one of the most loved staff volunteer take the place of the children who are being punished. This is to demonstrate what Jesus did for us.

### DEBRIEF

**Did you think that the new rule was a good rule or unfair? Why?**

**How did you feel when you got sent to the place for the noisy people?**

**How did you feel about \_\_\_\_\_ (person who took their place), when he/she volunteered to take your place?**

**What if tomorrow, you saw that person in trouble, would you want to help them? Why?**

**Do you know that there is already someone who has died in your place when you didn't even know who he was?**

## Bible Story

- Have the children look up and read Romans 5:6-8.
- Read the passage to non-readers.
- Tell everyone to read or listen carefully because you are going to play a game. They are going to answer questions based on these three verses.
- Encourage them to raise their hands and ask a question if there is anything about the passage they don't understand.
- Have everyone stop reading and listen when you answer a question.
- Before they read tell them that the Apostle Paul wrote Romans to the people of Rome. It was written after Jesus had returned to heaven.

## Hangman

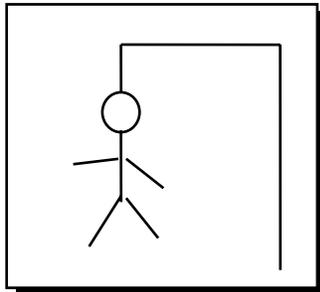
**MATERIALS:** 4 sets of numbers written on small pieces of paper, 2 brown paper bags

### SETUP

- Put two sets of numbers in a brown paper sack (if there are twelve kids on a team the numbers should go up to six).
- Put another two sets of numbers in a second brown paper sack.
- Divide group into two teams.

### TO PLAY

- Kids on each team draw a number (give each number out twice on a team so they can work in pairs. You may want to assign who works with whom, placing younger children with older children.)
- Pair #1 from team one is asked the first question (see questions below).
- If Pair #1 answers the question correctly Pair #1 from team two is asked the next question.
- If Pair #1 from team one is not able to answer the question or answers incorrectly they must draw the head of their hangman. Then Pair #1 from the other team may have a turn to answer the question #1.
- If Pair #1 from Team 2 cannot answer the question either, then draw a head on their hangman, give the answer to the question.
- Then continue with Pair #2 of the first team.
- Continue through until all of the questions have been answered.
- Give the members of the winning team each 5 S.A.Y. Yes!® Dollars.



### HANGMAN QUESTIONS

**Who is the book of Romans written to?** (*The book was a letter written to the Romans. Explain to the children that the titles of the books that are letters are the names to whom the letters are written.*)

**Who wrote this letter to the Romans?** (*The Apostle Paul.*)

**Who did Christ die for?** (*The ungodly, powerless, and sinners.*)

**Why did Christ die for us?** (*Because we are powerless, without strength to take care of our own sin.*)

**When did Christ die?** (*At the right time - explain that God determined what the right time was.*)

**Why did God send His Son to die for us?** (*Because He loves us so much and He was demonstrating great love for us by sending His Son to die for us powerless, sinful, and ungodly people.*)

**What were we still doing when Christ died for us?** (*We were still sinners when Christ died for us. We were powerless, ungodly, sinners, even His enemies but He still died for us.*)

**Can you find the verse where Paul, the author of Romans, writes the same thing two different ways.** (*Verse 7. Paul says that very rarely will someone die for a righteous man, but might die for a good man. This is the same thing- Paul is just restating it another way to really bring home the point that not very often is someone willing to die for someone else, even if they are a good person. But Christ died for us even when we are sinners. How much worse is a sinner than a good/righteous person.*)

**What type of person might someone else die for?** (*A righteous or good person.*)

**Relate this passage to what happened at snack time.** (*Someone, who had not broken the rule, took the punishment for those who had broken the rule. Just like Jesus took the punishment for all of our sins when he was blameless.*)

## **DISCUSSION QUESTIONS**

**What is the only way that people can get to heaven?** (By asking Jesus to take control of their lives.)

**When God wanted His people to come live with Him in heaven was it because they were such good people that he wanted them to be there with Him? If not, why?** (No, they were not good. He wanted them there because He created them and He loved them.)

**How much do you think Jesus had to love us to die for us?**

**Do you think if Jesus loved us so much that he would die for us, that there is anyone who He does not want to come to heaven to be with Him?** (No, II Tim. 2:4; I John 2:2)

Let's turn in our Bibles to **John 3:16**. **Does anyone have that verse memorized and just want to say it?**

**What does John 3:16 say about God's love for us?** (He loved us so much that he sent his only son to die, so that no one would have to perish (or die))

Let's look at one more verse. Look up **2 Peter 3:9**. **Can someone read that and tell us who God wants to come to heaven to be with Him?** (Everyone!)

Now that we know how much Jesus loves us, He loves us so much that He would die for us, is there anyone who has never taken the free gift that he offers? If there is anyone who wants to pray and tell Jesus that they believe he died on the cross for their sins because He loves them so much? If you do, talk to me right after this and we can pray together.

How do you feel knowing how much Jesus loves you?

What does the feeling of being loved motivate you to do for Him?

Spend some time in prayer with the students. Have them pray and ask God to make them able to listen to the things that He would have them do.

## WEEK 2 - SKIT

**CHARACTERS:** Maria and LaTasha

**SCENE:** Maria and LaTasha are sitting at a table, working on the Valentine's cards that they will give to their friends at school.

**Maria:** Hey LaTasha, what kind of card are you going to give to LaShawnda for Valentine's Day?

**LaTasha:** LaShawnda? Why would I give her a Valentine? That girl is always in my business, and telling everybody what she thinks she knows about everybody else.

**Maria:** I think we should give a Valentine to everyone in our class, since people know that we are Christians, and because that is what Jesus would do.

**LaTasha:** What does being a Christian have to do with LaShawnda bumpin' her gums all the time?

**Maria:** Since we have God's love in our hearts, we should show that love to everyone in our class. Anybody can love the nice people in our class, but it takes someone who is willing to go against the flow, to love the people that no one wants to love.

**LaTasha:** I guess I see what you mean.

**Maria:** You know how many people she drives crazy, what if no one gave her a card? What would that say about us? We would be just like everyone else.

**LaTasha:** That would be pretty funny, if she didn't get any cards. Maybe she would get the picture.

**Maria:** LaTasha! That's mean! Think about it, when Jesus started loving us, we were pretty unlovable. He loved us first, so why can't we be nice to her?

**LaTasha:** You're right. I guess I need to add her name to the list. So what card do you want to send her?

Girls begin discussing quietly what they want to do, and the scene is over.

### DEBRIEF

**How were Maria and LaTasha going to show Christ's love to LaShawnda?** (By giving her a Valentine card, even though she had been mean to them.)

**If Maria and LaTasha didn't give her a Valentine, and later tried to invite her to church, do you think she would come? Why or Why not?**

**Without saying any names, think of someone who is hard to love. How could you show Christ's love to them?**

## WEEK 2 - MEMORY VERSE

**MEMORY VERSE:** Love is patient, love is kind. It does not envy, it does not boast, it is not proud. It is not rude, it is not self-seeking, it is not easily angered, it keeps no record of wrongs. Love does not delight in evil, but rejoices with the truth. 1 Corinthians. 13:4-6

### Word Scramble

**MATERIALS:** Write each word of the memory verse on separate pieces of paper Have a set of words for each 2-3 children. Optional: For bonus round, two sets of a verse from previous months.

**OBJECT:** To be the pair to first lay out their verse in the proper order.

#### SETUP

- Place the children into pairs. If there is an uneven number, an adult may play with one child.
- Each pair is given a scrambled verse set.

#### TO PLAY

- When the leader says "Go", the pair tries to unscramble the verse.
- The pair to get their verse laid out correctly first, wins.
- Depending on the time you have, decide how many rounds you can play.
- If you have 10-15 minutes, you could do about 4 rounds.
- Set the rounds up like this:
  - Round One: Two minutes for the team to get their verse in the correct order.
  - Round Two: One minute to get the verse together right.
  - Round Three: 30 seconds to get verse together.
  - Round Four: Bonus round- give students a verse from previous months, to put together in the same way. Whoever finishes first, is the winner.

As you go through the rounds, everyone who finishes within the time limit can advance. If you have lots of winners, GREAT! Your kids know the verse.

You could give some prizes out for each round. Here's an idea:

Round One: Raisins or M&M's®.

Round Two: Sticker or additional raisins or M&M's®.

Round Three: Nicer sticker or 2 S.A.Y. Yes!® dollars.

Round Four: Five S.A.Y. Yes!® dollars, or 15 minutes in the computer lab or something that is a privilege at the center.

# WEEK 2 - PRACTICAL LIVING

## African-American Guest Speaker

Have someone who is African-American in your community, and who is also a Christian, to come and speak to your students and share his/her testimony.

The theme for this week is how Jesus loves us first. That is what you would want the speaker to share in his/her testimony.

Tell the speaker to focus on his/her relationship with God, and also talk about the things that God has accomplished through him/her.

If you can find someone who has succeeded in the business world, that would be good. If there is someone in your church like this, it would be great.

We want the students to see that people today are making history.

They also need to see that being part of history does not always mean that one is famous. It could mean that one is a good father and husband, and loves God, and does whatever he can to serve Him with his life.

Tell the speaker to bring a picture of himself/herself when he/she comes. This way you can add him/her to the board of African-Americans that you are creating. Or have a camera to take a picture.

Give the students a chance to ask questions.

Be sure to thank the speaker for being a part of what your students are learning about African-American Christians.

## BACKUP PLANS

*New!*

If you aren't able to get a guest speaker for today, have someone dress up and pretend to be a historic African American figure. You can do research online or at the library to secure enough biographical data to tell their story.

The following books by **Tonya Bolden**, contain a wide range of brief bios you can use:

*And Not Afraid to Dare: The Stories of Ten African-American Women*; Scholastic Press, 1998

*The Book of African-American Women: 150 Crusaders, Creators, and Uplifters*; Adams Media Corporation, 1996

*Strong Men Keep Coming: The Book of African American Men*; John Wiley & Sons, 1999

*Portraits of African-American Heroes*, Dutton Children's Books (div. of Penguin), 2003

Feel free to do any one that you think the students might benefit from...these are only suggestions:

**Marian Wright Edelman**, founder of the Children’s Defense Fund, who pushes for legislation that will improve the lives of children and their families. Find her story in *The Book of African-American Women*, pages 319 - 321.

**Ida B. Wells** who faced death threats in her crusade against lynching. Find her story in *And Not Afraid to Dare*, pages 63 – 90.

**Clara Hale** who gave up her retirement to dedicate her life to healing and helping babies and young children. Find her story in *And Not Afraid to Dare*, pages 112 – 126 or *The Book of African-American Women*, pages 318 -319.

**Neil deGrasse Tyson** who pressed past stereotypes and rose out of the inner city to become one of the world’s leading astrophysicists. Find his story in *Strong Men Keep Coming*, pages 296 – 298.

**Thurgood Marshall**, the “naughty, rambunctious, argumentative” little boy that went on to become a skilled debater, an attorney and eventually a U.S. Supreme Court Judge. Find his story in *Portraits of African-American Heroes*, pages, 34- 37.

## **OR, you may do the following . . .**

Use the included bio of **Harriet Ross Tubman**.

# Harriet Ross Tubman

Freedom Fighter  
[c.1820 – 1913]

*Harriet Tubman was born a slave in Maryland in 1820. She could neither read nor write, but she longed to be free.*

*She escaped from her slave owner's house in 1849, and began her amazing fight to free others. Harriet Tubman made 19 trips back into slave territory, to free more than 300 of her family members and friends.*

*She was called a conductor on the underground railroad, because she would show others the houses all along the way, that were safe to stay in at each stop.*

*\$40,000 was offered for her capture. She became known as the Moses of her people, because she led so many to freedom.*



*Several spirituals are attributed to Tubman, among them “Wade in the Water” which she used as a signal song for escapes.*

## WEEK 2 - READ-ALOUD

*New!*

### **Dr. Ben Carson**

By Tonya Bolden     *Portraits of African-American Heroes*, pages 82 – 85

“Listen and learn from people who have already been where you want to go. Benefit from their mistakes instead of repeating them.” —Ben Carson

**OR, you may do the following . . .**

### **How God Showed A.C. Green He Loved Him**

An excerpt from the book, *Victory*, by A.C. Green

**Teacher Tip:** There were not many selections from the Book of Virtues, or the Moral Compass, that were very helpful in the direction we were taking with this unit, so the next few read-a-louds will include things that you can read to the students, along with the usual questions.

**SUMMARY:** This story is about how A.C. Green, a professional basketball player who played for the Lakers, the Suns, the Mavericks and the Heat, asked Jesus to be the Lord of his life. He is very candid about the thoughts and the feelings that almost kept him from making this very important commitment. It will be a great testimony for young people who deal with the same types of things that he struggled with, in coming to know the Lord. The passage may seem a little lengthy, but is easy reading and very interesting.

#### **PRE-READING QUESTIONS**

- 1) **Does anyone know who A.C. Green is?** (*He is a former professional basketball player who has played for the Dallas Mavericks, the Phoenix Suns and the Los Angeles Lakers and the Miami Heat.*)
- 2) **Do you know what he says is his purpose in life?** (*You might think that it is basketball, but he says that God uses basketball as a platform to accomplish his greater purpose. He says that his goal is, “to influence others to fulfill their potential in accordance with their gifts and talents.” Victory, by A.C. Green p. 9*)

A.C. wrote a book about his life called, *Victory*. The section that I am going to read comes from that book. But first, I would like to tell you a little about him:

A.C. Green is the youngest of four children. He grew up in a small Oregon town. His father, who was also named A.C., had been a boxer and the young A.C., called “Junior” by his family, dreamed of being a champion from a very young age. A.C. played basketball for fun while growing up, and as he got into junior high and high school, became more serious about the game. During his senior year in high school, his team won the state championship, and he learned on that team, what it meant to be a team player. After his senior year, he was headed off to Oregon State to play basketball. He had an experience one Sunday, before he left for school that changed his life forever. He experienced God’s love. This is the story...

### **Excerpt from *Victory*, by A.C. Green**

“By the time I graduated from high school, I thought God was OK and I was OK with Him, and that was that. I didn’t really need Him and all He really wanted was for me to say nice things every now and then. I reasoned that if I were a good person and better than most of my friends, I had my fire insurance and was heaven bound.

“In reality, I was a rebel. I didn’t go out and publicly hate God. I didn’t vandalize churches or make fun of preachers. But inside I practiced hating Him by refusing to do anything He wanted me to do. I wanted control over my life. The only way I knew to exercise control was to do things my way.

“Grace kept me once again. The Bible says that where there is sin, there is even more grace. I had a lot of sin in my life. I was determined to sin, but God’s grace was bigger.

“I wasn’t even thinking about church that summer, when nine good friends asked me to join them on a weekend visit to Hermiston, Oregon, to see our old Benson teachers (from the high school he attended) Rod Bragato, and his wife, Karen. I knew they were with the Fellowship of Christian Athletes, but that was OK, because after all, I was OK with God. A few seeds had been planted in my mind earlier in the year when different guys asked me to come to Bible studies. They even asked me to read the Bible. I didn’t get offended, but I thought, ‘Why are these guys asking me that?’ I had never heard anybody talk like that except a pastor. Their remarks were like a foreign language to me.

“The weekend went fine. Rod and Karen asked us to attend church with them on Sunday morning, which was fine with me. It was business as usual at church until the preacher got up and did a sermon titled, ‘Do you want to go to heaven, or do you want to go to hell?’ I found myself getting very uncomfortable as he spelled out the plan of salvation. The message was certainly not unique, but the time was perfect. I realized that I was totally separated from God and totally guilty of sin. ...

“I’m sure I had heard such a message before, but on that day my eyes were suddenly opened to my need of a personal relationship with Jesus Christ. Being better than the nine other guys in my pew wasn’t going to get me to heaven. Because I was out of line with God, my destiny was hell. Not only that, but I was also missing out on the true purpose of my life. I thought my purpose was playing basketball. I thought that life was about the friends with whom I was hanging around. I thought I was doing right for my parents. But, in an hour and a half, my standards got blown to pieces...

“God may not always come when you want Him, but He is always right on time. He was right on time for me that day. His Holy Spirit was reaching out to me, and it was up to me now to catch the pass and dunk the ball.

“Until that day I was the biggest people-pleaser around. I’d do anything to make people think that I was cool. In that moment of crisis, of change, that very attitude worked against me. When the pastor asked for people to come to the altar to get straight with God, I wanted to sprint down the aisle, but something stopped me.

“Let someone else go first, “ a voice inside said. Again I felt the urge, but again I stopped.

“They’re going to laugh at you if you go first, “ the inner voice said. I was shocked. I looked around, but obviously no one heard it but me.

“Ricky Stewart was standing right next to me, between me and the aisle. I was waiting for him to go first, hoping he’d make a move, but he didn’t budge. Finally, as the pastor asked for about the third time, in a forced act of courage, I thrust my way past Ricky and into the aisle. It was “my step into destiny.” Ricky and Lee’s steps would come later.

“I was the only guy down there. The pastor looked at me kindly, “Do you know what you are doing, son?” he asked.

“No, I don’t,” I answered honestly. All I knew was that in my heart, this was right, even though I didn’t fully understand anything. The pastor came down and talked and prayed with me while I stood with my back to the audience.

“You may turn around and face the congregation, “ he finally said. Once again, the voices started in.

“All your friends are going to be laughing at you.”

“They are all going to call you stupid.”

“You’ve just made the dumbest move ever.”

“They won’t talk to you now.”

“You’re not one of the homeboys anymore.”

“I obeyed the pastor and turned around, and, to my amazement, everyone was smiling at me. They started clapping, high-fiving and saying, “Yeah, way to go.”

“In that instant I realized that I had heard a pack of lies, and later I learned that the voices were lying spirits if not the devil himself. I had a real enemy who I had not even met yet who would do anything to keep me from believing the truth about God and himself. He wanted to run my life and treat me like a puppet on a string while fooling me into believing that I was in control, making my own decisions.

“For the first time in my life I felt free. The fear of others that had motivated me for so many years, the people-pleasing habits and peer-pressure, were simply gone. I instantaneously realized that the outside of the person wasn’t what mattered; it was the inside that counted. I could now face those doubts that had plagued me. When you come to know the miraculous God, miracles followed.

“Along with all that, my bad habit of cursing instantly left. The habit was stupid anyway... I felt it was an uncontrollable habit when I was with my friends, but I could always stop myself in front of my family. That’s what made it such a joke, so hypocritical. It was just a way for me to be accepted at school, to fit in. It was part of my insecure people-pleasing attitude and boom! - it was gone.

“That Sunday was August 2, 1981, just weeks before I left for Oregon State. Later on that summer, I was playing a pick-up game and said the “d” word after I missed a lay-up. I instantly felt convicted by the Holy Spirit. I just stood there, frozen in my spot, while all my other teammates ran to the other end of the court. I was dumbfounded that I had said it. I had a choice: Continue slipping back into my old habits or stay with the new one. In that moment of reflection, the old ways didn’t look like much of an option. I enjoyed being in control of my life, feeling I didn’t “have” to do anything, especially not to be “cool” or “in.” That high school mentality was behind me, and in those few seconds I chose never to return.”

*Green, A.C., Victory, (Lake Mary, FL: Creation House, 1994, pages 45-47). Used by permission.*

### **POST-READING QUESTIONS**

- 1) **What was it that A.C. thought people would say about him, if he asked Jesus into his heart?** *(That he would be laughed at, called stupid, no one would talk to him anymore, and that he wouldn’t be one of the homeboys anymore.)*
- 2) **Was there ever a time when you knew what you should do, but a voice inside made it very hard for you to do it? Can someone tell us about it?**
- 3) **Do you think A.C. Green is strong or weak; because he had the courage to do what he thought was right? So what do you think people will say about you, if you stand up for what is right?**
- 4) **In this story, did God love A.C. first, or did A.C. do something to deserve God’s love?**

Remember, the Bible story we learned about this week that God loved us while we were still sinners. He did this for A.C. Green and for each one of us!

Add A.C. Green’s bio to your board today.

# A.C. Green

Former Pro Basketball Player,  
Youth Mentor & Businessman  
[1963 – present]

*A.C. Green was born in Portland, Oregon. He trusted Christ, a few weeks before he left for college. He realized at that moment, that his purpose in life was not to play basketball, but that God would use that talent as a platform for him to speak.*

*A.C. played professional basketball for the Los Angeles Lakers, the Phoenix Suns, the Dallas Mavericks and briefly with the Miami Heat. In sixteen seasons, A.C. won three NBA championships and won the NBA Iron Man title (the all-time most consecutive games), having played more than 1,100 straight games. He was even named NBA All-Star in 1990, and more.*

*Because of his love for young people, A.C. founded the A.C. Green Youth Foundation which focuses on abstinence education, character-building, and helping young people learn how to make responsible decisions.*

*He is also an author, speaker and successful businessman.*



## WEEK 2 - CRAFTS

### ✂ Making Valentines

**MATERIALS:** Red, pink, and white construction paper; glue sticks; scissors; pencils; markers; Valentine’s stickers; sequins; yarn; lace; scraps of material; small pieces of candy to glue inside; anything else to help make a quality valentine.

Just as God showed His love for us first, we can show other people that we love them first, and that God loves them.

#### SETUP

- Make some examples of your own, to show the children.
- Lay out art materials, from which the children can choose.

#### ACTIVITY

- Tell the kids that today, we are going to make homemade Valentine’s cards.
- Tell them that they can use these cards for anyone to whom they would like to give them.
- Tell them that sometimes Valentine’s Day can seem like a time for romance or mushy stuff that they aren’t ready for yet, but this Valentine’s Day, they can focus on the way that God loves people. They can practice being someone who can show God’s love to others.
- Here are some verses that you might want to write out on the board. You could also copy these, and place them on the tables for the students to look at, as they are working. There are many more, but this is a start.

#### Verses

Love is patient, love is kind. It does not envy, it does not boast, it is not proud. It is not rude, it is not self-seeking, it is not easily angered, it keeps no record of wrongs. Love does not delight in evil, but rejoices with the truth. **1 Corinthians 13:4-6**

For I am convinced that neither death nor life, neither angles nor demons, neither the present nor the future, nor any powers, neither height nor depth, nor anything else in all creation will be able to separate us from the love of Christ. **Romans 8:38-39**

Beloved, let us love one another, for love is from God; and everyone who loves is born of God and knows God. **1 John 4:7**

For God so loved the world, that He gave His only begotten Son, that whoever believes in Him, will not perish, but have eternal life. **John 3:16**

**GUIDED CONVERSATION**

As the children work on their valentines, talk about how Christ first loved them, and how they can display love to others.

**Did Jesus love you first, or did you love Jesus first? On what actions do you base your answer?** (*Jesus loved us first. He died for us when we were still sinners. We kept breaking His laws, but He still loved us. He loved us so much, that He came to earth to live as a man, and to die for us.*)

**What kinds of people might we need to love before they love us?** (*Some teachers, maybe a brother or sister, a grouchy neighbor, a clerk at a store, a bully at school, a kid at school who thinks he is cool, etc.*)

**How can we show love to such people?** (*Smile when they meet you in the hallway, be kind, ignore bad remarks they make about you, pray for them, say encouraging things to them.*)

# WEEK 2 - RECREATION

## DAY ONE: City Challenge

**MATERIALS:** Masking tape.

**OBJECT:** To be the team with the most players returned to its “Home Box”, safely at end.

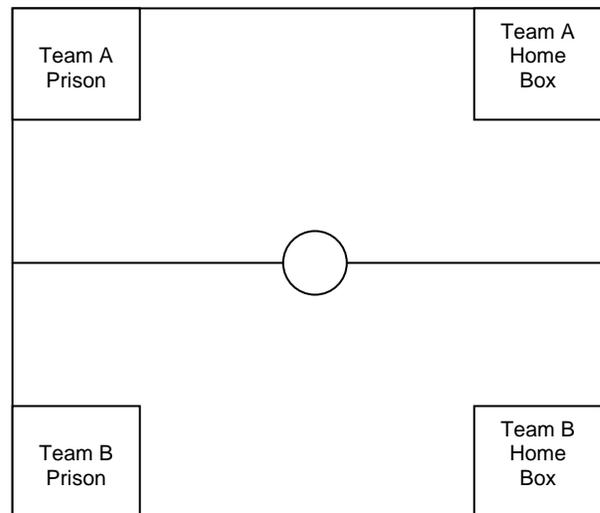
**SETUP:**

- Divide the group into teams of 10. If you have four teams, two teams observe and cheer for the two teams playing.
- Lay out a large playing area with masking tape. 12 x 12 feet would be great.
- Use the masking tape, make a Team A Home Box and a Team B Home Box.
- Again, use the masking tape to make a Team A and Team B Prison.
- Designate which team is Team A, and which is Team B.

**TO PLAY**

- Team A gathers in its home box and Team B gathers in its home box.
- A Captain is chosen for each team, perhaps the adult.
- The Captain for team A picks his fastest runner to run to the circle and yell, “My City.”

- At the yell of, “My City”, Team B’s Captain sends out his fastest runner to tag Team A’s runner.
- As soon as Team B’s runner is sent out, Team A’s captain can send out his #2 runner, who tries to tag Team B’s #1 runner.
- Next, Team B’s captain sends out his #2 runner, who tries to tag Team A’s #2 runner.
- A runner can only tag the person he has been sent out to tag. If he accidentally tags someone else, he must go to prison.



- If a player is tagged, she must go to prison.
- Players remain in prison, until tagged by one of their own players.
- If a player gets back to her “Home Box”, after tagging the person they were sent out to tag, she is safe.
- If a player does not attempt to get his opponent, he goes to Prison. (Director makes the call.)
- The winning team is the one to have the most players return to “Home Box” safely.

**OBSERVE**

- As the children play, watch for the different kinds of qualities displayed, by the choices the children make. This will tell you a lot about the children’s hearts.
- You will want to help the children relate their choices to the qualities displayed, and then to what is happening in their hearts.

**DEBRIEF**

**What was it that made this game fun? Was it fun when people were trying to play as a team, or when they were playing as individuals who wanted their own glory?**

**Were there any players showing God’s love to each other, during the playing of the game?** (Have your own list, from your observation of the children, while they were playing.)

**What are the benefits of treating others with the love of Christ?**

**Do you think that if you all were playing with a group from the local recreation center, that they would be able to tell that we are Christians? How?**

**DAY TWO: Lights-Camera-Action**

**MATERIALS:** Paper bags, collection of odd things for each team, you might want to do some love-related items (hearts, rings, bible, candy, cross).

**OBJECT:** To create a skit using the collection of odds-and-ends in the bag.

**SETUP**

- Divide into the number of teams that you think would work well. The number of teams, will depend on the number of children you have.
- Make sure there is a mix of older and younger children together.
- You can use this as a team game, or a non-team game. If you use this as a team game, divide each team into two smaller groups.
- The winners should be based on participation and teamwork.

**ACTIVITY**

- Each team is given a paper bag containing a variety of things.
- The teams are given 5-6 minutes to make up a little play, including every one of the items in some way. Tell them to try to make the skit something about how God loves us or love in general.
- Each team gets to perform their skit.

**DEBRIEF**

**What were some of the ways that you thought about love with the objects in the bag?**

**Were you able to make these skits about love from the things in the bag? Do you think you could find other ways to show God’s love to people in your family and around you? What are some of those ideas?**

Pull something out of the bag, and see if they can think of a way to show love to a family member with this item. This is a higher-level thinking activity. To encourage them, praise any attempt that they make!

**DAY THREE: Wheelbarrow Races**

**MATERIALS:** None.

**SETUP**

- Separate your children into their two teams.

**TO PLAY**

- Tell them they will be doing wheelbarrow races.
- Show them how to make a wheelbarrow with their partner.
- Explain that one partner will hold the legs of the other, and run.
- The other partner must move their hands quickly to keep from falling over.
- Give the teams a chance to try being wheelbarrows.
- Explain that they will be racing in groups of four.
- Race as many groups of four as you can.
- Have the winning teams sit aside from the rest of the group.
- The winning teams from each group will race each other for the championship.
- Encourage them to cheer on others as they wait.
- After you have found your champion, ask the children the following questions:

**DEBRIEF**

**What was it like to help your fellow teammates become a wheelbarrow?**

**What made this game fun?**

**What feelings did you have when other players got mad at you? Was it because you weren’t moving fast enough, or because your team wasn’t winning?**

**What could you have done to show God’s love to your teammates, in this game?**

## **DAY FOUR: Free Play**

**MATERIALS:** Balls, jump ropes, chalk, Frisbees, hula hoops, etc.

### **SETUP:**

- Let the children choose what they would like to play today.
- It must be a group choice.

### **TO PLAY**

- Have the children work out the rules.
- Adults stay in the background, but do participate as a kid. This is not a time to rest.
- Let them work out any disagreements as much as possible. Step in only if there is possible physical or emotional torment.

### **OBSERVE**

- Everyone won't get his/her way, will they still participate and be good sports? Are they showing love, even though they don't get their way?
- Do the leaders show love, or do they take advantage of others?

### **DEBRIEF**

**How was love displayed today, as you were playing?**

**When was it hardest for you to show love?**

**Is it easier to love in the midst of free play, or when there are organized games to play?**

**Why?**

# WEEK 3 – BIBLE CLUB

**LESSON AIM:** To help the child understand how we are to love God.

**SCRIPTURE:** Deuteronomy 6:4-9

**MEMORY VERSE:** Love is patient, love is kind. It does not envy, it does not boast, it is not proud. It is not rude, it is not self-seeking, it is not easily angered, it keeps no record of wrongs. Love does not delight in evil, but rejoices with the truth.  
1 Corinthians 13:4-6

## Love God with all Your Heart, Soul, and Strength

This passage is a command that was given by the Lord, through Moses to the people of Israel. According to the Bible Knowledge Commentary, in the current day of the Israelites, many of the other countries believed in many different gods. The problem with this was that the people were subject to many different gods' rules and expectations, which were in no way consistent with each other, or even themselves. So, if a person did one thing to please one god, he had no way of knowing if he would displease another in the process.

Therefore, this truth, that the Lord was one and that they only had to serve Him, was a relief in a way, because they could focus all their energy on one thing. Also, God was very clear about the way that they were to love Him. The love was to be wholehearted. In Deuteronomy alone, there are 11 different places where God has commanded the Israelites to love Him with their whole heart.

As they began to love Him in this way, the rest of their body followed. This explains the verses that say, "with all your soul and strength." Every aspect of our existence should be in line with this truth.

Then, God goes on to give the parents responsibility over the moral and spiritual growth of their children. He doesn't tell them to sit their children down, and have them taught in a formal setting. He wants this teaching to go on as a part of their everyday life, as they would in the course of a day, sit down, rise up, and walk by the way. This would make God's word naturally something they would talk about each and every day.

This is what we want the students to see this week. We want them to see that loving God is something that we must do around the clock in whatever way, shape, or form, God asks of us. We must show them what types of behavior show God's love, besides going to church. Let's work on broadening their love for God, and their view on how they can love God!

Discipleship  
Tip

*Take time with the students this week to get one-on-one with them. Take some time to tell them some of the things that you think they are especially good at. Ask them how they can use these strengths for the Kingdom of God. Share with them some of your strengths and how you are using them to God's glory.*

 **Hook**

**MATERIALS:** Two copies of the S.A.Y. Yes!<sup>®</sup> Report card, that follows for each student; the list of questions here; a board to write their ideas on, and an appropriate writing instrument.

**At the beginning of Bible Club**, hand out a S.A.Y. Yes!<sup>®</sup> Report card to each child.

- Have each child write his/her name on the card.
- Tell them you are going to ask them ten questions. If they have done the thing that you've read, they have to put an "X" in the box next to that number. If they have never, not even once done what the sentence said, they may place a check in the box. Read each of the questions listed below.

**Questions to ask for the S.A.Y. Yes!<sup>®</sup> Report card:**

I told my mother something that was not the whole truth.

I said something that made someone else feel bad. (Including my brother or my sister.)

I did not do exactly what my teacher told me to do. (I disobeyed him/her.)

I thought something bad about someone.

I took something that was not mine.

I used something that was not mine, without asking permission from the person to whom it belonged.

When someone did something that made me mad, I did not forgive him or her.

When I was angry, I did something that was wrong, like say something bad, or hit someone.

I was jealous of something that someone else had, that I didn't have.

I bragged about something that I had, or did to someone else.

- After they have placed the marks on the card, have them turn the card into you.
- Tell the children the grades they can receive.:

no "X"s            = A  
one "X"            = B  
two "X"s           = C  
three "X"s        = D  
four or more "X"s = F

- Let them know you will be checking each report card.
- No one but you and the child will see the report card.
- Explain that everyone who gets an **A+** on the test is going to get to enjoy a special treat (ice cream Sunday, homemade cookies, or you can make it a non-food surprise etc.)
- Note! The above grading scale does not include an A+. Be sure the children understand that there is no way they can earn an A+.
- Children who do not get an A+, will have to sit in the corner rather than participate in the exciting surprise you have brought.
- The point is that they will all fail this test, even if they lie on every question. The only way to get an A+ is to believe in the staff person giving the test.
- Ask them if they love you and believe that you will help them in anyway they need. Do they believe that you really care for them?
- Ask them to raise their hand if they truly believe this.
- Separate those who raise their hand from the children who do not raise their hand.
- To the children who have believed in you, give a new card that has only check marks on it, and a big A+ written on it. Believing in you is the only way they can get a card with an A+, qualifying them for the surprise.
- Note: You have not graded their cards. It doesn't matter what they have done or not done. All that matters is that they believe in you.
- As you hand out the surprise, have another adult ask the children if they would like to do something nice for you to show their love and appreciation for you since you gave them all A+'s.
- Let them brainstorm some of the things they might do for you.
- If there are children who did not raise their hand, ask them now, **“Are there any new believers as a result of seeing how I have cared for these children who did believe in me?”**
- Ask them what they believe about you now. If they believe you are loving and giving, give them cards with A+ too.

**DEBRIEF**

**Why did you want to do something loving for (name of staff person) ?** *(Hopefully they can see that they love you because you first loved them. You had done nice loving things for them, even before you gave them the A+).*

**This is slightly similar to what someone else has done for you. Can anyone tell us of how someone has loved him or her first?** *(Jesus. He gave His life so that we would never have to be separated from Him, and His Father, God the Father. Our sin separates us from the love of God until we believe that Jesus is the Son of God, that He died to pay the price for our sins, we repent of our sin, and ask Jesus to take control of our lives)*

**Because of what Jesus has done for you, do you want to show Jesus love? If so, how can you show Him love?** *(You might need to give them some examples. Here are some ideas:*

Read the Bible and learn more about Him.

Pray and talk to Him

Show love to other people, and people will see God's love in us.

Tell other people about Him.

Serve Him by helping at the church even when we won't get anything for it.

Teach other people what we know about Him.

Sing songs to Him and praise Him.

Give Him our tithes and offerings.

**S.A.Y. Yes!® Report Card**

- 1.
- 2.       **X = you have**
- 3.
- 4.       **✓ = you haven't**
- 5.       (never once in your life)
- 6.
- 7.
- 8.
- 9.
- 10.

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- 6.
- 7.
- 8.
- 9.
- 10.

## **Bible Story**

**MATERIALS:** Script and appropriate props.

This Bible Story is to be acted out, as the narrator reads the script.

You will need at least two actors to act out the motions. Three is better. The more props you have for each scene, the funnier it will be. They will also see the different things that they are to do to love God with all their heart, soul and strength.

After the narrator reads their part, they should pause, until the actors have had a chance to act out the words he has just read.

When the narrator begins reading again, the actors should freeze, so that the students will not be distracted from the words they are reading.

When the narrator stops reading, then they can get their new props for the new scene. If the students don't hear the text read, they won't know what the actors are doing!

**BE SURE TO PRACTICE!**

[See following page for script]

**NARRATOR:** Today, I want to tell you what Moses told the people of Israel many, many years ago. He said to them, “Hear, Oh Israel!! The Lord is our God, the Lord is one!”

**ACTORS:** *One should be acting as Moses, telling the people, and the others should be sitting and listening.*

Props: possibly a robe, and a staff for Moses.

**NARRATOR:** You shall Love the Lord your God with all your heart...

**ACTORS:** *They could all be doing something that shows that they love God with all their heart. One could be praying, one could be reading the Bible, and teaching another one.*

Props: a Bible

**NARRATOR:** ...and with all your soul and with all your strength.

**ACTORS:** *They could be helping an old person across the street. They could be telling someone about Jesus, they could be cleaning at the church, etc.*

Props: a cleaning bucket

**NARRATOR:** These commands that I give you today are to be upon your hearts.

**ACTORS:** *One is like Moses, and the others are the people of Israel, listening.*

**NARRATOR:** Impress them on your children. Talk about them when you sit at home, and when you walk along the road, when you lie down and when you get up.

**ACTORS:** *Have one be the parent, and the other two be children, or you could have two parents, and one child. Have them walking and talking about Jesus, lay down and talk about Jesus, and then wake up, talking about Jesus.*

**NARRATOR:** Tie them as symbols on your hands, and bind them on your foreheads. Write them on the doorframes on your houses, and on your gates.

**ACTORS:** (It is important that we do not confuse the children with the symbolism in the above verse.) *Have the actors hold up a sign that says, “Love the Lord your God with all your heart, soul, and strength.” Then, have them reminding each other to say their memory verse (this is a way to bind them on their foreheads). Commitment to be obedient to the Word is a way to bind it in your heart.*

Props: a sign with the memory verse on it.

**The End**

**DISCUSSION QUESTIONS**

**In the Bible story, who was talking to the people of Israel?** (*Moses.*)

**What was the thing that was so important to God that He wanted the people to know?**  
(*To love God with all their heart, soul, and strength.*)

**What were they supposed to do with the children?** (*They were supposed to talk about God to the children all of the time, when they were walking, waking up, and going to bed.*)

**Do you think that this is something that we should do today?** (Yes!)

**How did you feel, when you were told that you had to have an A+ to get the surprise, but there was no way that you could earn an A+?**

**How did you feel, when \_\_\_\_\_ gave you a new report card, with an A+, just because you believed in her/him?**

**The Israelites in the Old Testament probably felt about God like you felt about \_\_\_\_\_. God had saved them from many of their enemies, and did many nice things for them. Did you know what Jesus said when some people asked Him what the greatest commandment was?** Let's look and see. Look up **Matthew 22:35-38**.

**From this verse in Matthew, what was the greatest commandment?** (*To love the Lord with all your heart, soul, and mind.*)

Earlier we talked about a few ways that we could show God that we loved Him, with all our heart, soul, and mind. **Does anyone remember what some of those ways were?**

**Are there any of those things, that you think you might want to do for God this week?**

Remember, we are not trying to earn the gift of eternal life, because that is free. We just want Him to know by what we do that we love Him.

**Let's pray** and ask God, to let us know of more things that we can do to show Him that we love Him.

Spend some time praying with them, and be sure to share something that you are going to plan to do for go this week too!

## WEEK 3 - SKITS

**CHARACTERS:** Bobby, Reuben, and Carlos, a friend of theirs, from school.

**SCENE:** The three friends are sitting down for lunch in the cafeteria. Bobby and Reuben have on their bead bracelets.

**BOBBY:** Man, they have nothing good to eat in here, today. I hate when we have meatloaf.

**CARLOS:** No joke, who knows what kind of meat it is.

*The boys stare at the meal.*

**REUBEN:** I think we should pray and thank God for our meal. It's better than nothing.

*Boys pray silently.*

**CARLOS:** Hey, what are those bracelets you guys are wearing?

**REUBEN:** We made this at the S.A.Y. Yes!® Center, that we go to after school. Each bead has a meaning. Do you want to hear it?

**CARLOS:** Sure, man. Shoot.

**REUBEN:** The first bead is the yellow, and it stands for the streets of gold in heaven, and how God loves us. It reminds me that God loves each one of us, and he wants everyone to live with Him forever. Do you ever think about heaven, Carlos?

**CARLOS:** Yeah, sometimes.

**REUBEN:** If I told you there was a way that you could know for sure that you were going to heaven, would you be interested?

**CARLOS:** Yeah I would! Is there a way? I always heard that you had to be good, and hope that when you got to heaven, you had done more good things than bad. Then, maybe you could get in.

**REUBEN:** Actually, it is not like that at all. Here's why: Bobby, do you want to tell Carlos what the blue bead means?

**BOBBY:** I think it means something sad, I can't really remember. You go ahead.

**REUBEN:** You were right. The blue stands for our sin, which makes God sad. Sin is when we have broken one of God's rules. Has there ever been a time when you have done something wrong, Carlos?

**CARLOS:** Yeah, I have done some things that are pretty messed up.

**REUBEN:** We all have. God knows that. So He sent His Son Jesus to take care of that. You see this bead, this is the red bead. This represents the blood of Christ. Jesus, God's son lived a perfect life. He made no mistakes, so He died in our place. His blood was shed for us. Isn't that amazing to think that before you were even born, someone died so that you could have a chance to have eternal life.

**CARLOS:** I have heard about Jesus and what He did on the cross. I just don't know what all of that has to do with knowing for sure, that I can go to heaven.

**REUBEN:** Carlos, when we believe that Jesus died for our sins and give him control of our life, he forgives us of our sins. He washes all of our sins away, and that is what this clear bead means. It means that we are clean! When God looks at us, He doesn't see all the wrong things we have done. He sees us clean, because Jesus washed all the sin away with the blood that He shed for us. The Bible says, "He who has the Son has life, and he who does not have the Son of God does not have life. I have written these things that you might know that you have eternal life." (1 John 5:12-13)

**CARLOS:** That seems pretty clear to me now. So what is that last green one?

**REUBEN:** This stands for the change that happens in your life when you ask Jesus to take over your life. You become a new creation. The green is like the grass, and the trees in the spring, when they have their new life and they are growing. We grow in Christ the same way. So, do you think that this is a decision that you would like to make?

**CARLOS:** It does, but I would like to think about it some more. Where do you guys go to church?

**REUBEN AND BOBBY:** We go to \_\_\_\_\_  
(name of the church)

**CARLOS:** Maybe I could go to church with you on Sunday, and talk to you more about it.

**REUBEN:** That would be cool. Our church starts at \_\_\_\_\_ (time). My parents could come by, and pick you up on our way to church.

**CARLOS:** You will be there too, huh, Bobby?

**BOBBY:** Yeah, man. You can count on me!

*Carlos gets up.*

**CARLOS:** Hey thanks for talking--I see someone else I need to talk to, over there, but I will plan to be there on Sunday.

*Carlos leaves. Bobby looks at Reuben.*

**BOBBY:** Man that was cool! I want to tell the story like you did! That was great, and he was really listening!

**REUBEN:** God did all of that! I thought I would forget what the beads were, but God really helped me to remember! I guess hearing it all those times at the center, finally sunk in!

*Boys exit.*

**DEBRIEF:**

**What thing did Reuben do, that showed God that he loved him?** (*He told other people about Him.*)

**What else could Reuben have said, when Carlos asked him what the bead bracelet meant?** (*He could have said nothing, and not told Carlos what it really meant, because he was too embarrassed.*)

## WEEK 3 - MEMORY VERSE

**MEMORY VERSE:** Love is patient, love is kind. It does not envy, it does not boast, it is not proud. It is not rude, it is not self-seeking, it is not easily angered, it keeps no record of wrongs. Love does not delight in evil, but rejoices with the truth. 1 Corinthians 13:4-6

### Hide A Verse

**MATERIALS:** A copy of the verse, written out for each child. The verse written out on the board, or on a large piece of butcher paper.

**OBJECT:** For "It" to find the hidden verse, as the children direct him by the loudness, or softness of their voices.

#### SETUP

- Have the children sit on the floor in a circle.
- Give each child a copy of the verse.

#### TO PLAY

- Slowly read over the verse with the children. (Remember: everything we do in the Youth Center can help their reading skills.)
- Explain words that they may not understand.
- Have them slowly read the verse out loud to you.
- Ask for volunteers to read the verse on their own.
- Ask for a volunteer to be "It", and leave the room.
- When "It" leaves the room, another player takes one of the sheets with the verse written on it, and hides it somewhere in the room.
- "It" returns to the room to find the hidden verse.
- The children read the verse over and over, as "It", hunts for the verse.
- The children get louder when "It" gets close to the hidden verse. They then soften their voices if "It", begins to walk away from the hidden verse.
- After you've played two or three times, try repeating the verse from memory while "It", is searching for the verse.

## WEEK 3 - PRACTICAL LIVING

### What will be your Contribution to the Kingdom?

**MATERIALS:** A tape of or someone who knows the song, “Precious Lord Take My Hand”, pictures of each student, paper, pencils and crayons or markers.

**The object** of this practical living segment is to show the students another African-American Christian, and what he did for the Kingdom. It will also help them to use their imaginations, to think of what they can do for the Kingdom, to show God that they love Him.

**Tell the students,** “Today we are going to learn about a man named, Thomas Dorsey, who loved God so much, that he used the talents that God gave him to make a difference in the lives of other Christians. Does anyone know the song, “Precious Lord Take My Hand?” **Have someone sing this song, or play a tape of the song.** “Does anyone know what kind of music this is? It is called, “Gospel”. Did you ever think about how gospel music started, or who wrote the first Gospel song? I want to read you something about Thomas Dorsey.

### Selection on Thomas Dorsey

Gospel music is a combination of the hymns from the church, and adds in blues, rock, and even jazz. Thomas Dorsey was one of the first to create gospel music. Thomas began playing jazz on his piano, as a young child. He found himself beginning to play the piano for jazz groups that were rising quickly. He knew that if he continued to play for these groups, he could become famous, but he also knew that God was the One who gave him all of his talent. After he spent some time praying about the decision, Thomas decided to use all of his talents for God. He began playing for the Pilgrim Baptist Church, at the age of 22. He wrote over 900 songs that combined traditional Black church music with the blues. When tragedy struck his family in 1932, he wrote one of his most famous songs, “Precious Lord, Take My Hand”. Now he is remembered forever, as someone who gave up his fame and fortune for the Lord.”

**After reading the selection, tell the students,** “God has given each of us talents. Let’s take some time today to think about the way that we can use our talents for the Lord. When Thomas Dorsey gave up his fame for God, it showed everyone and God, how much he loved God!

This month, we have been learning about different African-Americans who made a difference. You don’t have to be African-American to make a difference. Today, write, or draw a picture of what you want your contribution to the Kingdom of God to be. Pretend that some students 50 years from now, wanted to learn about some Christians who made a difference. What could they study about you?

If you have a picture of each child, tell them that you will display whatever they make, beside their picture, so that everyone else can see what they are going to do to show God that they love him.

If you don't have pictures, take a picture of each child.

This exercise is something like, "What do you want to be when you grow up?", but this focuses on what they want to do in the spiritual sense.

You might want to give them some examples:

They could be:

A godly educator

a Christian author

a godly artist or performer

a missionary/pastor

a music leader like Thomas Dorsey

a deacon or an elder in the church

a staff at a S.A.Y. Yes!® center

a godly wife and mother

a godly father and husband

a businessman/woman who puts God first in his business

As staff, you might walk around, and tell the students some of the things that you think they are talented at doing. This could help them think of how to use that talent for Jesus.

Give them lots of encouragement, in whatever they come up with. This will be very important in helping them think that they are capable of completing it! Believe in them, not many people do!

There is nothing more practical than helping children develop a vision of what they can become!

# Thomas Dorsey

Composer

“The Father of Gospel Music”

[1899 – 1993]

*Thomas Dorsey was born in Georgia, in 1899. He began playing the piano at a very early age. His favorites were Jazz and Blues. Soon, he found himself playing with many people who were rising stars*



*Because of his faith in God, Thomas knew that God had given him that talent. After a lot of thinking and praying, Thomas dedicated his talent to the Lord, and gave up playing with professional musicians.*

*Soon, he decided to combine his blues with Negro Hymns, and with some inspiration from Charles Tindley, he began to write what is known today as Gospel music.*

*In 1936 tragedy struck his family, and he wrote one of his most famous songs, “Precious Lord, Take My Hand” which is one of over 900 songs altogether!*

## WEEK 3 - READ-ALOUD

*New!*

### **Frederick Douglass**

By Tonya Bolden     *Portraits of African-America Heroes*, pages 6 - 9

“The American people have this to learn: Where justice is denied, where poverty is enforced, where ignorance prevails, and where any one class is made to feel that society is in an organized conspiracy to oppress, rob, and degrade them, neither persons nor property will be safe.”     —Frederick Douglass

**OR, you may do the following . . .**

### **Black is Beautiful**

An excerpt of Kay Cole James' book, *Kay James*

**SUMMARY:** This selection of the book *Kay James*, written by Kay Coles James, is taken from a point in Kay's life where she discovers while attending a black university that God created her, and He created her black. God did not make a mistake. She is not ashamed of who she is, for the first time in her life. As she begins to share her new faith, she encounters those who have grown up in the “Bible Belt”, as well as those who have become part of the Black Muslims. It shows a godly perspective on Malcolm X, yet it shows her heart to reach unity for the kingdom of Christ.

#### **PRE-READING QUESTIONS**

- 1) **Can anyone tell me what they think someone who worked for the National Right to Life organization would believe?** (They believe that abortion is wrong, and that everyone has a right to life.)
- 2) **Would this be something that a Christian would believe in?** Why do you think that?

I am going to read you a story about a woman named Kay James. She was the president of the National Right to Life, in Washington DC. She is an African-American woman and a Christian, who represents the things Christians believe in, to our national government.

- 3) **Why do you think it would be important to have Christians in Washington?** (So that they can represent the things that we believe in, that are godly.)

Let me tell you a little background on Kay James, and then I am going to read you a section of the autobiography, that she wrote.

4) **Does anyone know what an autobiography is?** (*A story about a person's life, written by that person.*)

Kay James was one of six children. She had four older brothers, and one younger brother. Her father was an alcoholic. Her mother left him, when Kay was very young, and the family went to live in a public housing project in Richmond, Virginia, her mother's hometown. When Kay was six-years-old, social services was threatening Kay's mother that her children would be put into foster care, if she could not provide for them better. So, Kay went to live with her aunt and uncle, who had no other children. She lived there until she graduated from high school. When Kay was a senior in high school, she saw Billy Graham on TV, and heard him tell people how to become a Christian. She asked Jesus into her heart then, but was afraid to tell anyone, because she really didn't know anyone else who was Christian. The next year, she went off to a historically black college, named Hampton University. There, she met other people who were Christians. That is where our story begins today. Listen as she tells you what that was like...

### ***Kay James, by Kay Cole James***

"My first choice in schools was Hampton University, where I enrolled as a history major. At Hampton the black pride, black power and "black-is -beautiful" movements were in full blossom.

"My discovery and celebration of my identity paralleled my discovery and celebration of my identity as a beloved child of God. Up until then, I was quite sure that I was the only one around who was serious about getting to know Jesus. It shocked me one day to overhear some students discussing Jesus' command: "...Go and make disciples of all nations." Not only were there others like me who were serious about this Christian thing, but they were pretty normal-looking kids - not at all the geeks I had expected to find pouring over the Bible.

"I joined the InterVarsity Christian Fellowship (IVCF) on campus. I couldn't get enough of the Bible studies and the prayer meetings that the IVCF staff lead with Hampton students.

"My growing knowledge of the Bible led me to a greater understanding of who I am in God's eyes. One of my favorite passages during this period was Psalms 139, especially the lines that read:

*'For you created my inmost being: You knit me together in my mother's womb.  
I praise you because I am fearfully and wonderfully made;  
Your works are wonderful, I know that full well.'*

*"I am fearfully and wonderfully made!* I would tell myself over and over again! God had knit me together in my mother's womb. He loved me even before I was born!

"It dawned on me that not only had God created me, but He created me black. A new found pride in being black sprouted within me and within several of the Christians on campus. We knew that black is beautiful and we knew why. God had created us in His image, and God did not create mistakes. He knew what He was doing when He gave us kinky hair, broad noses, full lips and darker skin. These are beautiful physical features, not traits to be camouflaged in an effort to appear more white...

"We fellow black Christians had a saying that summed up our theology: 'We are not a minority, but a chosen few.' We 'chosen few' made it our business to ensure that we didn't remain few. We learned how to share our faith in Jesus Christ to fellow students on campus. The fact that Hampton students were culled mostly from the Bible Belt made things harder instead of easier.

It is difficult for someone who has been brought up knowing only *about* God to become interested in knowing God.

“The rise in power of the Black Muslims also made our efforts to tell people about Jesus more difficult. Malcolm X and his followers had labeled Christianity “the white man’s religion.” Those who followed Christ were looked down upon as having sold out to the white establishment. The militants argued that since White America had made itself rich on our backs, it owed us something. Seeing that the “white devils” would never give us anything willingly, we were going to have to take it - by any means necessary.

“Although I did not agree with their solutions to the turmoil in our nation, I could certainly understand how their message of black power had vast appeal for those who felt alienated in America. Their beliefs were built on hate, bitterness and in some cases I think, fear. I heard Jesus calling us to forgive and move towards racial reconciliation. To the black militants, “love” and “forgiveness” seemed a show of cowardly weakness. In my mind, if black Americans can work to establish justice for all, it would be the most awesome display of power and love ever witnessed in America.”

(James, Kay Coles with Fuller, Jacqueline Cobb , *Kay James*, Grand Rapids, MI : Zondervan Publishing House, 1995, p. 73-77) used with permission

Kay James went on to do many things for her people, as a black American, and as a Christian.

### POST-READING QUESTIONS

- 1) **When Kay read Psalms 139 in the Bible, how did that make her feel?** (*She learned that God created her black, and he did not make mistakes.*)
- 2) **What did Kay think about the Black Muslims?** (*She believes that their beliefs were based on hate, bitterness, and even fear.*)
- 3) **Have any of you had any experience with Black Muslims? What do you think they believe about Jesus?** (*They don’t believe that he was God’s son.*)
- 4) **When Kay shared her faith in Christ, she showed others how much she loved God. She also ran into many different beliefs. How can we be ready to answer people’s questions about the Bible, when we are trying to tell them about Jesus?** (*We must study our Bible and learn about what others believe so that we can know why we don’t believe in what they believe.*)

# Kay Coles James

High Ranking U.S. Government Official

*Her family lived in a housing project in Richmond, Virginia.*

*Shortly after accepting Christ, while listening to a Billy Graham crusade on TV, she went on to Hampton University. At Hampton, she learned about God and grew up in the Lord.*

*She later went on to hold top posts in the area of public affairs for the National Right to Life Committee, the National Commission on Children, and the U.S. Department of Health and Human Services. Other involvements include Focus on the Family and the Family Research Council.*



*In recent years, Kay Coles has held numerous honors including a role as presidential advisor in the area of federal government employees as the Director of U.S. Operations of Personnel Management.*

# WEEK 3 - CRAFTS

## ✂ Bead Bracelet

**MATERIALS:** Leather strips for each students about 12 inches long, one bead of each color for each student: yellow, blue, red, clear, green.

The bead bracelet is a great reinforcement tool to use with children who have already made a commitment to Jesus Christ. It is an abstract tool, so if they do not have an understanding of salvation already it may be confusing. Make sure you give concrete explanations of each step of salvation. Tell the children if they want to know more about giving control of their life to Jesus, to come speak with you later.

- Give the students each a leather strip.
- As you are making this craft, explain what each bead means. Pass out one bead at a time, so that students don't get ahead of you, and miss the meaning of the beads.
- Tell them to tie one knot in the leather, about one third of the way down the strip.

-----X-----

(example: X = knot)

**FAITH/BELIEVE - JESUS IS THE SON OF GOD.** Pass out the **yellow bead** to everyone.

This bead goes first, and represents heaven and God's love. **John 3:16** tells how much God loves us.

**ADMIT - "I AM A SINNER."** Pass out the **blue bead**.

This bead represents the way God feels when we break one of His laws – it makes Him sad. Each time we break one of His laws we sin. **Romans 3:23** says that all have sinned and fallen short of the glory of God.

**REPENT - "OF MY SINS."** The next bead is **red**.

This bead stands for the blood of Christ. **II Corinthians 7:9&10** says that sorrowful repentance leads to life. When we are repentant, the blood of Jesus wipes away our sin. Repenting is when you feel really bad about something you have done. Have you ever hurt someone and afterward felt so bad your body ached? You probably said to yourself, I never want to do that again. That's the way we must feel about our sin when we come to Him for salvation.

RECEIVE - “JESUS INTO MY LIFE”

The **clear bead** that follows the red, represents that there is now nothing between God and me. Our sin no longer separates us from God. **John 1:12** says that to those who receive Jesus, He gave the right to become a child of God. It is telling Jesus that you want Him to have control of your life.

TELL - “THAT I HAVE GIVEN MY LIFE TO JESUS.”

Last is the **green bead**, it represents growth that comes by sharing with others what we have done. **Romans 10:10** says that with the heart man believes, with the mouth he confesses, resulting in salvation.

- After they place the last bead on the string, tie another knot at the other end.

-----x OOOOO x-----

(example: x = knot, O = bead)

- Now, have them get a partner and practice telling the story of the beads to each other. They might want to write the verses down that go with the beads.
- If you have enough, each child could make one to keep, and one to give away to a friend.
- Remember that the bead bracelet is an abstract tool. It is best to use with children who have already made a commitment to Jesus Christ. It then becomes a reinforcement tool.
- If some of your children have not yet made a commitment to Christ do not push them. You are again presenting the gospel, which is your job. Leave the response up to the Holy Spirit. Telling them that if they want to know more they can come to you allows the Holy Spirit to move them.

# WEEK 3 - RECREATION

## DAY ONE: Nation Ball

**MATERIALS:** Two large rubber balls.

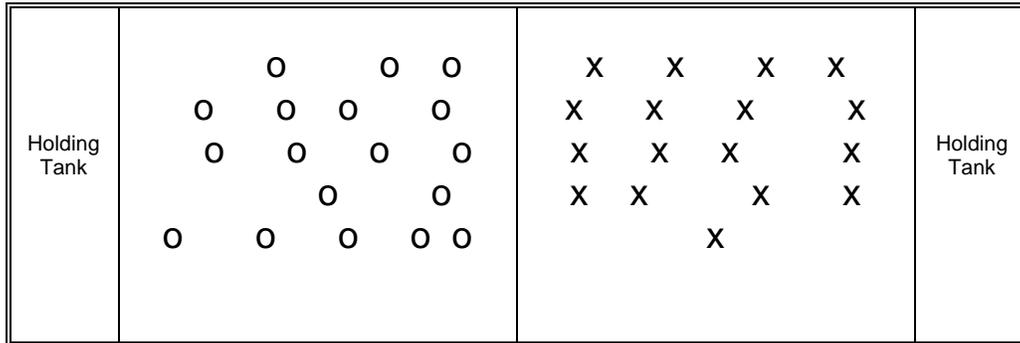
**OBJECT:** To get all of the players on the opposing team, out of the game.

### SETUP

- Divide group into their teams. (Great game for teaching teamwork and family unity.)
- Each team is given an equal amount of space on a cement or hardtop surface.
- All but one member of the team stands in their space.
- The extra player serves as goalie, he/she is the only one that can leave the space to run after a ball.
- The goalie stands behind the opposing team.

### TO PLAY:

- To begin, one ball is given to each team. (Another way to start, is to have all the students line up on their back line, and place the balls on the center line. When the leader says “Go!,” they run to the center and try to get the balls to be able to throw at the opposing team.)
- When the signal is given, the person holding the ball throws it, trying to hit an opposing player below the waist.
- If the player is hit, he/she must go to the holding tank.
- If a child is hit by a ball above the waist, he does not go to the holding tank. The person, who threw the ball, goes to the holding tank.
- If the opposing player catches the ball thrown at him, one of his teammates may come out of the holding tank. If no one is in the holding tank at that point, the person who threw the ball is out.
- If a player steps over the centerline when throwing the ball, whatever the ball does, does not count. Players must stay behind the centerline.
- Players in a holding tank come out in the order in which they entered the holding tank. (This is an important rule! Make sure the players that are leaders at your center are not pushing their way to the front of the line.)
- A fun variation of this game is to play for a while, then add in more balls. It is also fun to have different kinds of balls, of different weights, sizes and materials.



- Be a model for the students, by encouraging them to support their fellow team mates.
- If you see one team beginning to lose heart or get behind, find someone to help you start his or her team cheer.
- Help them focus on their team spirit, instead of winning.
- Help the students practice loving each other, during this game by modeling that for them in your responses.
- This is an important reason why staff needs to play on the teams. They need to watch you obey the rules. They need real life example, and you are the ones that God has placed in their lives to be just that for them!!

**DEBRIEF**

**How do you respond when you get out?**

**How do you respond when your team starts to lose?**

**How do you respond when your team is winning?**

**How does your response show that you love God?** *(It is important for the children to understand that if they are Christians, everything they do reflects back to God.)*

**DAY TWO: Blob Tag**

**MATERIALS:** None (unless rope is needed to designate playing area).

**OBJECT:** To be the last two players that are not part of either blob.

**SETUP**

- Two players are designated to be "It."
- A certain space is designated as the playing area. The size should be larger the more children that are playing.

**TO PLAY**

- GROUND RULES:
  - Players must work hard not to get caught by either "Blob."
  - Players must work as a team.
  - Players cannot leave designated area.
  - "Its" need to be aware their team can become a whip be careful so the end player doesn't get hurt.
- When the leader says, "Begin", each "It" begins to chase the other players.
- If an "It" tags a player, the player joins hands with that "It."
- The game continues until all players have been tagged and become part of a "Blob."
- Players can run through the middle of the blob, and still be free. Only the end people have the power to make people part of the blob.
- The winning team is the one that has the most players at the end.

**DEBRIEF**

**Knowing from last week that God loved us first, how can we show that kind of love in this game?**

**Did you see anyone showing God’s love during this game?**

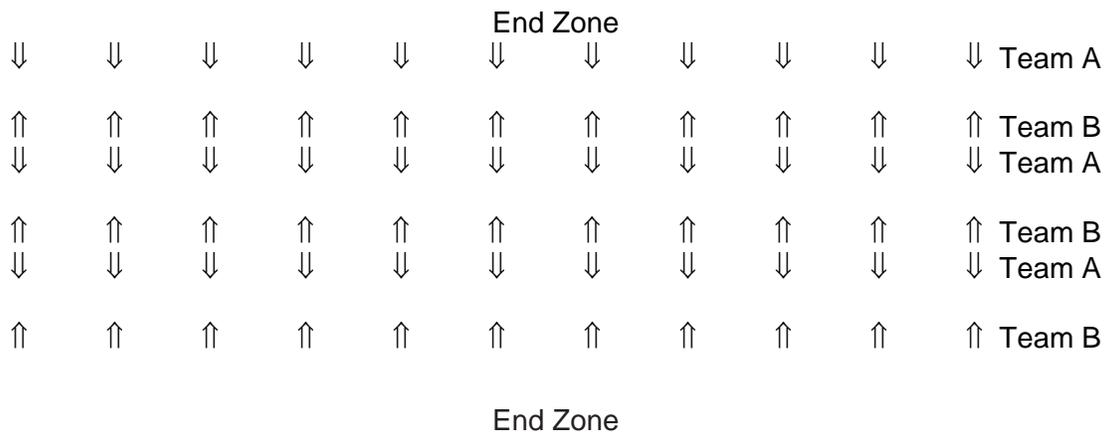
Ask the older students, **Can you imagine how hard this game would be if you were 5 or 6 years old? What do you think you could do to show God’s love to the younger children, when they play this game with you?**

**DAY THREE: Balloon Ball**

**MATERIALS:** A chair for each participant (unless participants elect to sit on the floor); balloons.

**OBJECT** To get the balloon into the opposing team's end zone.

**SET-UP:** Arrange chairs as shown:



**TO PLAY:**

- Divide players into their two teams.
- The players sit back-to-back, with opposing teammates.
- All players facing the same direction should be on the same team.
- When all players are seated, the counselor tosses a balloon into the center of the group.
- The players may not stand up at any time and their bottoms should remain in the chair, or on the floor at all times.
- Players bat the balloon with their hands trying to move it towards the opposing team's end zone.
- When the balloon goes over the last row of chairs at one end, the team facing the direction of that end zone earns a point.
- There is no real goalie in this game, except for the last row of chairs.
- Counselors should stand along the sidelines, to throw back any balloon, which goes out-of-bounds.

**BEFORE THE GAME:**

- Tell the students that today you will be looking for some people who show God's love to the other children.
- Tell them that this is a way that we can love God.
- By being a person that shows God's love to others, people will know that there is something different about us and that it is Jesus' love in our lives.

**DEBRIEF**

**Can you name someone who showed love while you were playing?**

**What did they do to show love?**

**Can you think of some other things that we could have done to show God's love to others?**

## DAY FOUR: Free Play

**MATERIALS:** Balls, jump ropes, chalk, Frisbees, hula hoops, etc.

### SETUP

- Let the children choose what they would like to play today.
- It must be a group choice.

### TO PLAY

- Have the children work out the rules.
- Adults stay in the background, but do participate as a kid. This is not a time to rest.
- Let them work out any disagreements, as much as possible. Step in only if there is possible physical or emotional torment.

### OBSERVE

- Who is displaying love?
- What can you do to encourage the children to show love to one another?

### DEBRIEF

**From the ways people played today, who do you think truly loves God? Why?** Help the children to see that people will judge who God is, by the way His followers behave.

We have now spent three weeks learning about love. **Do you think more about showing love? How has it made a difference in your behavior?**

## LOVE OTHERS: WEEK 4

# WEEK 4 – BIBLE CLUB

- LESSON AIM:** To help the child understand that we must love others.
- SCRIPTURE:** Luke 10:25-37
- MEMORY VERSE:** Love is patient, love is kind. It does not envy, it does not boast, it is not proud. It is not rude, it is not self-seeking, it is not easily angered, it keeps no record of wrongs. Love does not delight in evil, but rejoices with the truth. 1 Corinthians 13:4-6

### The Good Samaritan

This parable recorded in the book of Luke explains who our neighbor is. This week we want the children to see that loving God means that we must love others. This passage shows us who our neighbors are.

The passage begins with a Bible scholar asking Jesus about eternal life. He wanted to know how to receive it. Jesus asked him what he thought was the way to receive eternal life. He replied with the text from Deuteronomy 6:5 and Leviticus 19:18. Jesus told him to do this and live.

The scholar didn't respond, "How can I do this, it is too difficult." Instead, he tried to "justify himself" as Luke records. He asked Jesus who his neighbor was. Jesus began to tell the story of the traveler who was robbed and left half-dead. Three strangers walk by and have the chance to help him--first a priest, then a Levite, and then, of all people, a Samaritan. The Jews despised Samaritans because they were a mixed race of Jew and Gentile. But, this "outcast" was the only one who would stop to be a neighbor to the hurting man.

Jesus says that our neighbor is anyone that we meet who has a need. This means that a great number of people that we come in contact with everyday, are our neighbors. We want the children to realize this during this week. We want them to begin looking for ways that they can show God's love to their community. As they begin to see people that they meet in their community as their neighbors who can be helped by the love of Christ, neighborhoods will be transformed by the gospel of Jesus Christ. Even more exciting is that in the process of serving others; we learn more about ourselves and about God. These are the things that develop our character.

Discipleship  
Tip

*Plan to* spend some time outside of the center with your students this week. *Ask them to plan* something that they would like you to help them do for someone else. Maybe one of his or her neighbors needs something done in her yard, or maybe you want to write a note to someone together. *Let them do the thinking* and you are there to help them see a plan work! This will empower them to do other things for Christ and to see what happens when we do something for someone else.

## Hook

**MATERIALS:** Paper, pencils, stopwatch, small bags with each student's name written on them, and small pieces of candy.

The object of this hook is to see if the students will work as hard for their neighbor, as they do for themselves.

- Before the Center opens, as a staff, pair up the students. Put them with people that they don't particularly like or aren't in contact with that often. If they are paired with someone that they *like*, this hook won't have the same effect.
- When the children arrive for Bible Club, begin getting them into their pre-planned pairs. Have them sit at a table together.
- Give each pair two pieces of paper and one pencil.
- Tell them that they will have thirty seconds to draw as many circles on their page as they can. For every 3 circles that they draw, they will earn their partner a piece of candy.
- They will each get a chance to earn candy for the other person.
- Tell them that the person, whose name starts with a letter closest to the letter "A", goes first.
- Tell them to start and warn them when 5 seconds are left, and then stop them.
- Count the circles that they drew and write that number, divided by 3 (tells you the amount of candy that they earned) at the top of the page. DO NOT award the candy yet.
- Repeat the process for the other partner.
- Make sure that staff is keeping a close eye on what behaviors are going on during this time.
- After the second person gets his or her turn, add the circles and divide by 3 as before.
- Now, tell them that the pieces of candy that they thought they earned for their partner, they actually get for themselves.
- You might see a pair of students trying equally as hard for each other, but one is younger and can't draw as many circles as the older student. When this happens, give the younger one the same amount of candy as the older one.
- Explain to the others that you saw this pair wanting to do their best for each other, and so you are making them equal, because they both worked equally as hard.
- After the candy has been given out, you might want to have some small bags ready with their names on it. They can then put their candy in the bag, and you can give it to them on their way home.
- After the candy has been taken to save for later, ask these debriefing questions:

**DEBRIEF**

**How did you feel when you were told that the thing that you were going to work for, your partner would get instead?**

**Did knowing that make you try harder or not as hard? Why do you think that was?**

**Did anyone have a partner that they felt wasn't trying very hard for you? How did that make you feel?**

**How did you feel, when we told you that what you earned was actually for yourself, and not for your partner?**

**Did you want what you had earned to be for yourself, rather than your partner? Why or Why not?**

Now we are going to hear about two people--one who didn't do anything for his neighbor, and one who did his very best!

## Bible Story

**MATERIALS:** Costume for Jesus and for the Bible scholar.

- Jesus should tell this Bible story, just like it is in the Bible.
- The person who is playing the role of the Bible scholar should be either sitting with the children, or right behind them.

**CHARACTERS:** Jesus and the Bible scholar.

**SCENE:** A room full of children waiting to hear the Bible story, with a Bible scholar sitting among them, and Jesus walks into the room.

- Have one of the staff “recognize” Jesus when He walks in.
- As soon as Jesus walks in, the Bible scholar (expert) will say:

**EXPERT:** Teacher, I am a great Bible scholar. I want to know what I must do to inherit eternal life?

**JESUS:** What is written in the Old Testament? How does it read to you?

**EXPERT:** Love the Lord your God with all your heart, and with all your soul, and with all your strength, and with all your mind, and love your neighbor as yourself.

**JESUS:** You have answered correctly. Do this and you will live.

**EXPERT:** But, teacher, who is my neighbor?

**JESUS:** A man was going down from Jerusalem to Jericho. Now the road that connects these two cities is steep, and has many mountains. It is a very easy place for robbers to hide. As he was walking, a gang of thieves came up on him. They stripped him of his clothes, beat him and went away leaving him half-dead. Then, a priest walked by, because he was going down the same road as the traveler. When he saw this man, he passed by on the other side of the road. He didn't want to even come near him! Then, a little while later, a Levite walked by. A Levite was like a missionary, someone who worked at a church helping the priest. When he saw the man, he did the same thing. He passed by on the other side of the road. Finally, a Samaritan who was on a journey passed by the man. Samaritans were people who were both Jew and Gentile because people of different nationalities married each other. Everyone hated these people because they didn't really fit in anywhere. The Jews didn't want them, and neither did the Gentiles, so they lived in their own city, called Samaria. So when the Samaritan passed by the man, he felt sorry for him. The Samaritan put medicine on his wounds, bandaged him up, and put him on his own donkey, while he walked along side. The Samaritan took him to a hotel and took care of him. The next day, he gave the owner of the hotel \$50 and said, “Take care of him and whatever money you spend, I will pay you back when I return. So, which of these three people proved to be a neighbor of this man who fell among the robbers?”

**EXPERT:** The one who had mercy on the man and took care of him.

**JESUS:** Go and do the same.

Jesus leaves.

### DISCUSSION QUESTIONS

**What was it that the Bible scholar asked Jesus?** *(Two things--how to have eternal life, and who was his neighbor.)*

**Did Jesus answer the man by giving him a "yes" or "no" answer? How did Jesus answer him?** *(No, Jesus answered him first by asking another question. He answered the man the second time, by telling him a story called, a parable.)*

**In the story that Jesus told, there were three different people who had a chance to help the man that had gotten beaten up. Who were they?** *(A priest, a Levite, and a Samaritan.)*

**The Samaritan is the only one that stopped to help the man. Do you think that you would have stopped? Why or why not?**

**After telling this story, who did Jesus say is our neighbor?** *(Anyone who we come across that is in need.)*

**Do you remember last week, when we talked about the greatest commandment? Does anyone remember what we said it is?** *(To love the Lord with all your heart, soul, mind and strength.)*

Let's look back at **Matthew 22**, and see what it says is the second greatest commandment. **Look at verse 39. What does it say?** *(To love your neighbor as yourself.)*

Now read verse 40. **What does verse 40 say about how important these two commandments are?** *(The whole Bible rests on these two things.)*

**What feelings did you have when you were trying to earn candy for your partner? What feelings did you have as you watched your partner earn candy for you?**

**Why do you think loving people is so important to God? To find the answer to that question, let's look up another verse. Read John 13:34-35. As we read, listen to see if you can find out how everyone will know we are Christians.** *(They know us by our love.)*

Now you can see how important this story is. So, **can you think of some people that Jesus would think is your neighbor, even if they don't live near you?**

**How can you show God's love to these people?**

**Let's pray** and ask God to let people know us by our love for each other and for them.

## WEEK 4 - SKIT

**CHARACTERS:** Reuben, Bobby, Maria and LaTasha

**SCENE:** All are walking from school to the S.A.Y. Yes!® center.

**BOBBY:** Today was awesome at school!

**MARIA:** Why, Bobby?

**BOBBY:** Because Reuben got to tell Carlos what that bead bracelet means, and now he says that he wants to come to church with us on Sunday. Can you believe it?

**MARIA:** That's great! Reuben, I am glad you remembered what those beads meant.

**REUBEN:** Me too! I was nervous, but God helped me remember everything!

**LATASHA:** It was a pretty good day for me, too!

**BOBBY:** Really, what happened?

**LATASHA:** Well, on Valentine's Day, I gave a card to this girl in my class that I don't really like. But, ever since I gave her that Valentine, she's been nice to me. Today, she even invited Maria and me to her birthday party!

**REUBEN:** Sounds like that one card really made a difference!

**LATASHA:** I can really see the difference when you show love to people. They really start to treat you differently, and it feels good to know I didn't treat her like all the other kids did in our class, even though she treated me just as bad as she treated everyone else! I want to tell \_\_\_\_\_ (director) at the center, what happened. I know (he/she) will be happy.

**MARIA:** Good idea!

*Students exit.*

### DEBRIEF

**What were the things that the kids had done to show love to others?** *(Reuben shared the meaning of the bead bracelet, and Maria and LaTasha gave the girl they didn't like, a Valentine.)*

**What do you think God thought about the way they acted?** *(He was pleased.)*

**Why do you think it was important to come and tell the other kids at the S.A.Y. Yes!® Center what had happened?** *(Because they could be excited, and it might encourage them to do the same thing!)*

**Is there anything that anyone has done this month to show love to someone else that they might like to share?**

## WEEK 4 - MEMORY VERSE

**MEMORY VERSE:** Love is patient, love is kind. It does not envy, it does not boast, it is not proud. It is not rude, it is not self-seeking, it is not easily angered, it keeps no record of wrongs. Love does not delight in evil, but rejoices with the truth. 1 Corinthians 13:4-6

### Ping-Pong Verse Review

**MATERIALS:** 9 cups, 3 ping-pong balls, references of past memory verses written on small pieces of paper (number depends on your time, references can be written several times), a container in which to place references.

**OBJECT:** To get the ping-pong balls into the cups.

#### SETUP

- Line up the 9 cups in rows next to each other--3 down, and 3 across
- Put the kids into teams (number of teams will depend on the number of children)

#### TO PLAY

- Choose a team to go first.
- Anyone from the team may draw a verse from the container, holding the references.
- That person then may quote the verse, or she can have her team work with her on it. It must be said perfectly when it is said to the Leader.
- After a few times, if it is obvious one player knows all the verses and the others do not have to try, have that player sit out.
- If the verse is quoted accurately without the help of teammates, one of the team members is given 3 ping-pong balls. If they had to use their team to help, they only earn two balls.
- She stands 6 ft. from the cups. The team earns a point for each ping-pong ball that lands in a cup.

**Hint:** Try to throw the balls in the cups before the game. If the cups are small, you could put a little water in the bottom to keep them from bouncing out so easily.

## WEEK 4 - PRACTICAL LIVING

### African-American Guest Speaker

Have someone who is African-American in your community, and who is also a Christian, to come and speak to your students and share his/her testimony.

Tell the speaker to focus on his/her relationship with God, and also talk about the things that God has accomplished through him/her.

If you can find someone who has succeeded in the business world, that would be good. If there is someone in your church like this, it would be great.

We want the students to see that people today are making history.

They also need to see that being part of history does not always mean that one is famous. It could mean that one is a good father and husband or mother and wife, and loves God, and does whatever he/she can to serve Him with his life.

Tell the speaker to bring a picture of himself/herself when he/she comes. This way you can add him/her to the board of African-Americans that you are creating. Or have a camera to take a picture.

Give the students a chance to ask questions.

Be sure to thank the speaker for being a part of what your students are learning about African-American Christians.

**BACKUP PLANS** (this is the same as Practical Living - Week 2, see page 37)

*New!*

If you aren't able to get a guest speaker for today, have someone dress up and pretend to be a historic African American figure. You can do research online or at the library to secure enough biographical data to tell a story.

The following books by **Tonya Bolden**, contain a wide range of brief bios you can use:

*And Not Afraid to Dare: The Stories of Ten Africa- American Women*; Scholastic Press, 1998

*The Book of Africa- American Women: 150 Crusaders, Creators, and Uplifters*; Adams Media Corporation, 1996

*Strong Men Keep Coming: The Book of African American Men*; John Wiley & Sons, 1999

*Portraits of African-American Heroes*, Dutton Children's Books (div. of Penguin), 2003

Feel free to do any one that you think the students might benefit from...these are only suggestions:

**Marian Wright Edelman**, founder of the Children’s Defense Fund, who pushes for legislation that will improve the lives of children and their families. Find her story in *The Book of African-American Women*, pages 319 - 321.

**Ida B. Wells** who faced death threats in her crusade against lynching. Find her story in *And Not Afraid to Dare*, pages 63 – 90.

**Clara Hale** who gave up her retirement to dedicate her life to healing and helping babies and young children. Find her story in *And Not Afraid to Dare*, pages 112 – 126 or *The Book of African-American Women*, pages 318 -319.

**Neil deGrasse Tyson** who pressed past stereotypes and rose out of the inner city to become one of the world’s leading astrophysicists. Find his story in *Strong Men Keep Coming*, pages 296 – 298.

**Thurgood Marshall**, the “naughty, rambunctious, argumentative” little boy that went on to become a skilled debater, an attorney and eventually a U.S. Supreme Court Judge. Find his story in *Portraits of African-American Heroes*, pages, 34-37.

## **OR, you may do the following . . .**

Use the included bio of **Mahalia Jackson**.

# Mahalia Jackson

Gospel Singer & Humanitarian  
[1911 – 1972]

*Mahalia Jackson was born in New Orleans in 1911.*

*At 16, she moved to Chicago, where the Great Depression was in full swing. She worked many jobs to make money, such as ironing shirts in a laundry, and doing hair, but singing turned out to be even better than she could imagine.*

*Mahalia began singing at age five in a church choir, and ended up singing at the March on Washington in 1963.*

*Her faith in God, combined with the hard times that she lived through, made the spirituals that she sang come straight from her heart.*

*She sang for kings, presidents, and just everyday people. She even sang in Carnegie Hall in 1950.*

*It is said of Mahalia that “she elevated gospel from a folk music to a refined art.” She will always be known as the Queen of Gospel!*



## WEEK 4 - READ-ALOUD

**NEW !**

### **Shirley Chisholm**

By Tonya Bolden      *Portraits of African-American Heroes*, pages 58 - 61

“When I was about six or seven...even then I was beginning to show signs of leadership...”  
— Shirley Chisholm

**OR, you may do the following ...**

**NEW !**

### **“The Tale of Harvey Mertzzy, the Merciful Mollusk**

*O. Willikers in the Hall of Champions*; Chapter 5

This week you are studying about loving others and the Bible story is about the Good Samaritan. This story is a great spin-off of that story – it would work well here!

**SUMMARY:** This story is about a snail who was particularly kind to everyone. Even though he lives in a hostile environment with folks who have lots of needs, he still finds ways to help. This story has references to the ghetto, homelessness and other urban issues. Make sure you screen it carefully for your children or preface it to the kids before you read it to them.

**OR, you may do the following ...**

**NEW !**

### **"Are You My Neighbor?"**

A Veggie Tales Video

This video is two stories. The first one tells the story of the Good Samaritan in a modern day version -- having a biker as the Good Samaritan. The second story is how to appreciate each others differences. It would be a good way to talk about how to appreciate each others differences instead of make fun of them.

**OR, you may do the following ...**

## Showing Love Through Amazing Forgiveness

An excerpt from the book, *He's My Brother*, by John Perkins and Tom Tarrants

**SUMMARY:** This is a story of how John Perkins was beaten to within an inch of his life, but he still was willing to forgive the men who did this to him. An amazing story of how God's love truly can conquer all!

### PRE-READING QUESTIONS

- 1) **Does anyone know what the words “protest” and “boycott” mean?** (*“Protest” is when someone feels as if they were not treated fairly, so they tell the persons who treated them wrong, what they did. A “boycott” is when you won't buy something, because the person who sells the item has done something, or supports something that you disagree with. Try to give an example from your community.*)
- 2) **As Christians, do you think that we could be involved in a protest or a boycott? Why or why not?** (*Yes, because these are non-violent ways to tell someone that we do not agree with what they have done.*)

In the 1960's and early 1970's many people were involved in protests across the country, to let America know that they would not continue to put up with racism. John Perkins is an African-American Christian who wanted to see his people in the state where he was born, Mississippi, get the same opportunities as white people. There were many white people who didn't like him, because he was trying to change things, and they liked things just the way they were. John Perkins was so dedicated to God and to his people, that he did not let these people stop him. He wanted people to know that God cared about them, and that they did not have to believe all of the lies that said that they were not as good as a white people. The story that we are about to read is a true story that happened to John Perkins on February 7, 1970. He had just led a march in Mendenhall, Mississippi, the town where he was working at the time. Several white college students had driven down to help John with the march. They were not like the other white people in Mendenhall. They believed that John was doing the right thing, so they wanted to support him. After the march, the college students headed back to their campus. The story that follows is what happened later that night as told by John Perkins himself. The people in this story use the “n” word quite a bit, so in this story we will just say “nobody” in place of that other word.

“It was about 7:30PM when the phone rang. It was Louise Fox, telling me through her tears that the highway patrol had stopped Doug Heummer's Volkswagen bus and that he and the nineteen college students with him had been arrested and taken to the Brandon jail.

“Almost immediately, Vera Mae knew something was wrong.

“‘What is it?’ she demanded as soon as I hung up.

“It’s the college students,’ I told her. ‘They’ve been stopped by the Highway Patrol.’

“Well?’ she encouraged me to continue. She was hoping to hear that they had been given a ticket for speeding or something simple like that, even though she knew better.

“All the kids who were with Doug have been arrested, and they’ve taken them to the jail in Brandon.’

“Brandon! Oh, no!...So what are you going to do?’ Vera Mae wanted to know.

“I shrugged. ‘The only thing I know to do--go up there to see what’s going on, try to get those kids out of jail.’

“She did not try to stop me. She knew I had to go, but she did not like it one bit.

“You be careful,’ was all she said.

“Curry Brown and Joe Paul Buckley, friends of mine who were actively involved in the boycott, said that they would go with me to Brandon, and I was not about to try and talk them out of it. I figured there was strength in numbers, and I also knew I could use some company, some moral support on the 45-minute drive. To be honest, I was half expecting that we would never make it to Brandon. There was probably a Highway Patrolman waiting and watching for us. We would be pulled over on some trumped-up charge and wind up spending the night in jail ourselves.

“It never occurred to me that what had been planned for us was much worse than that.

“I was starting to breathe a little more easily by the time we got to Brandon. The trip had been uneventful, although unnaturally quiet. The three of us were much too concerned about the events at hand to engage in small talk.

“At the courthouse, a uniformed patrolman told us where to park. He seemed friendly enough, and was almost gracious when we told him we wanted to see the sheriff.

“O.K., you stay right here and I will go tell him you’re here.’

“You know he seemed almost too friendly.

“We did not want to push the issue until we had to, so we did as he asked, standing quietly by our car, just waiting for the sheriff.

“Only the sheriff never came.

“Instead we were suddenly set upon by a dozen or more Highway Patrolmen.... One of them told us we were under arrest while the others began searching our car and frisking us...

“Once they finished searching us, they pushed us up the driveway toward the jail, treating us as if we were cattle headed toward the slaughterhouse. They did not even wait until they got us inside before they starting beating us, although Curry took the worst of it. One of the Patrolmen kicked him in the back and in the side and punched him in the back of the head.

“It was a nightmare, and it got worse once we were inside the jail. There were even more white men in uniform waiting there, all anxious to get their licks in. I honestly thought they were going to kill all three of us.. Because of my faith in God, I was not afraid to die, although I certainly did not want to leave my family. And when I saw the hatred playing on those faces, I knew those men wanted us to suffer before they killed us. I did not want to suffer.

“Sheriff Edwards was in my face almost as soon as I was through the door, yelling about how I was a “smart (nobody),” but that I was not safe because I was not in Simpson County anymore. They knew how to treat “smart (nobodies)” in Rankin County.

“This is a whole new ballgame, (nobody)! How do you like this, (nobody)?”

“All the while he was yelling at me, he was hitting me with his fists. I had to fight my natural tendency to fight back, because I knew they would certainly shoot me if I did, the same way they had killed my brother Clyde, so many years before.

“I tried to put my hands up to protect myself from the blows, but they were coming from all sides as the sheriff’s friends joined in the fun. These were big strong men and they were punching the three of us as hard as they could. It hurt. It hurt terribly.

“Finally, I fell on the floor, half-unconscious, hoping that would make them stop. It did not. They just went to kicking me as hard as they could-in the side, the head, the groin, swearing, and cursing at me all the while. Finally the darkness took me in.

“But even that was not enough to stop them. They just waited until I came around, and then they started beating me again. I do not know how many times I drifted in and out of consciousness that night. I only know that the beating and kicking seemed to go on forever and that the pain was excruciating. I also remember that the first thing that I would see, whenever I came to, was lots of blood all over the floor, and knowing that most of it-but not all of it-was mine. I knew I was not the only one being brutalized, and I wondered if they had killed anyone yet.

“Not only were they beating me and Curry; but they were beating some of the college students. Sometime during the night, they shaved Doug Heummer’s head and beard and poured moonshine whiskey all over him. Then they did the same thing to Curry. Because Joe Paul was older and had a heart condition, he was not subject to such violence...

“At some time during this long, terrible evening, they began to scream at me because I was bleeding on the floor.

““Hey, (nobody),’ one of them said, ‘What are you doing bleeding all over my floor like this? Hey, Ralph, you see what this (nobody) did on the floor?’

““Why that’s disgusting,’ the other man replied, having hilarious fun at my expense. ‘You just get up right now and clean up this mess!’

“They brought me a mop and bucket and forced me to clean up the floor, even though I was so weak and in so much pain, I thought that I would pass out at any moment. Then they continued to hit, slap, and kick me because I wasn’t doing a good enough job. From what they were saying, I gathered that they thought some FBI agents were on their way to check out the situation at the Brandon jail. That is why they wanted

the blood cleaned up, and why they ordered me, once the mopping was finished, to go into the back bathroom to get washed up.

“If they thought washing my face would hide the evidence of the horrible beating that I had taken, they were wrong. Soap and water could not disguise the cuts, bruises or swelling.

“Unfortunately, the FBI never showed up, which only made our captor even angrier than before. One of them came over to me and put a gun to my head.

“‘I think I am going to kill me a (nobody).’

“He pressed the cold, hard steel against me and I knew the end had come.

“*Click.* The chamber was empty. It was just another way for a man with a badge to have some fun.

“They had a good laugh about it and then beat me into unconsciousness yet again....

“I don’t know how long this went on. I don’t know how I lived through it. I had only one source of comfort—the fact that the Son of God himself knew exactly what I was going through, because he had been treated the same way, and He was without sin. I tried my best to hang on to that thought, although I have to admit it was not always easy to do....

Finally--I don’t know why--they decided they had done enough for one night, and the beatings stopped. Maybe they were getting tired, or maybe they wanted to stop just short of killing us. But, mercifully, we were booked, fingerprinted and taken upstairs to our cells.

“It is strange, I know, but lying in the cell with every part of my body hurting, I began to feel pity for the men who had beat me. I thought about what hate had done to them, turning them into brutal, unthinking savages. I thought about those faces twisted into unreasoning, snarling, hideous things, and I shivered.

“I am sure that some of the guys who brutalized us so terribly thought of themselves as good family men. They loved their wives, were gentle to their children and good to their parents. But hate is a demon and it destroys men’s souls.

“I was determined that it would not destroy my soul. I did not want to be like those men. I did not want to hate back. In fact, I knew that I could not hate those men. God’s love would not let me hate anyone for that reason.”

*[Perkins, John and Tarrants, Tom, He’s My Brother (Grand Rapids, MI: Baker Books, 1994, 96-103). Permission Pending*

Later the next day, John’s wife showed up at the jail. She along with many friends posted bail for all 23 of the people who were in jail, on behalf of John Perkins. John organized many other protests but he can still remember this one, because of the scars that he still has from the beatings. These scars are only on his body though; these men could not get to his heart because the love of Christ proved to be much stronger than hate.

Today, John Perkins has been involved for many years with issues of biblical justice, and the economic development of the black community. He has received many awards for his work serving his people. He has spoken at more than 150 colleges and universities. He has written many books and is the publisher of Urban Family magazine.

Dr. John Perkins was even one of the people who helped think of the idea to start S.A.Y. Yes!<sup>®</sup> centers all over the country. You are part of the work that John Perkins has done, because he loved God and wanted to serve others with his whole heart.

**POST-READING QUESTIONS**

- 1) What was the most important thing about the story we just read? (*That John forgave the people that hurt him so much.*)
- 2) What was it that made him able to forgive the people who did this to him? (*The love of Christ.*)
- 3) What do you think it would take for you to be this kind of person, strong enough to stand up to a challenge like this?

# Dr. John M. Perkins

Minister, International Speaker  
Advocate of Racial Reconciliation  
and Community Development

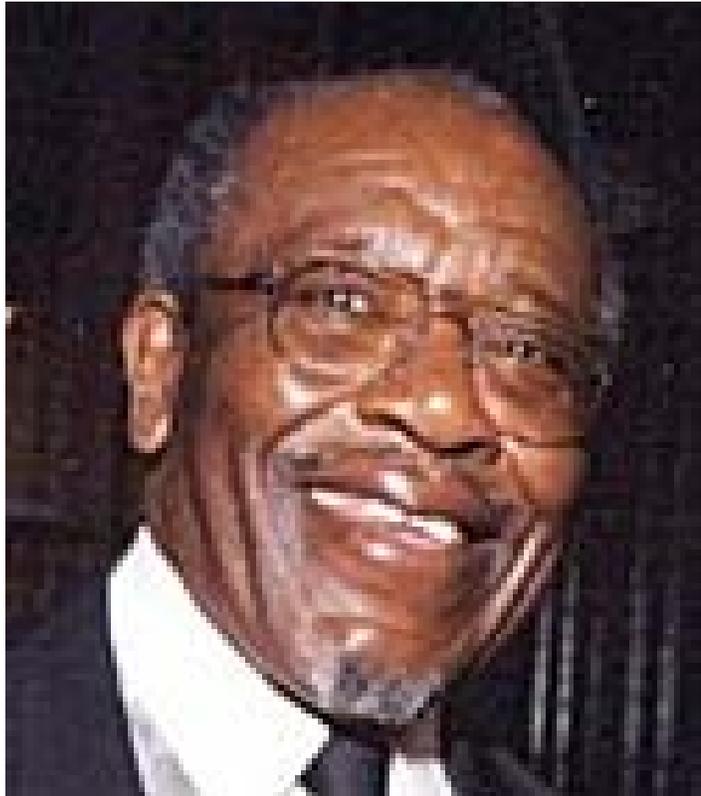
*John Perkins was raised in Mississippi, and when he left for a job in California, he vowed never to return.*

*He accepted Christ after his son Spencer learned about Jesus at Vacation Bible School and told his father.*

*Later, God burdened John's heart for his people in Mississippi who had not seen the love of Christ lived out.*

*He founded Mendenhall Ministries in Mendenhall, Mississippi. With the help of others, he established Voice of Calvary Ministries in Jackson, Mississippi, the Harambee Christian Family Center in Northwest Pasadena, California, and the Christian Community Development Association.*

*Later, he helped the S.A.Y. Yes!® Centers for Youth Development, get started in Los Angeles. Today, the S.A.Y. Yes! program reaches young people all across the country.*



## WEEK 4 - CRAFTS

Start by saying, “there was a man in history that prayed to God in order to get his ideas. He had so many, he amazed many people.”

Read the selection about **George Washington Carver**.

*New!*

### ✂ The Peanut Plant: Color, Label & Learn

**MATERIALS:** Crayons, copies of the peanut plant drawing for each child

**OBJECT:** To teach the children a little about the plant that George Washington Carver focused on to create more than 300 products.

**ACTIVITY:**

- Let the children color and label the parts of a peanut plant

**OR, you may do the following ...**

### ✂ What Can You Make From a Peanut?

Note: please make your self aware if anyone is allergic to peanuts. If so, you will need to offer alternatives to this craft.

**MATERIALS:** 3 peanuts in their shells, per child; googly eyes; pipe cleaners, glue, yarn and any other spare craft items that might be fun.

**OBJECT:** For the children to get a chance create something using a peanut

- Hand out peanuts to everyone.
- Tell them they can be creative and make whatever they want out of a peanut.
- Have some examples that you came up with like a “Peanut Pal” ( little peanut person, a car, a boat or anything from any part of the peanut!
- If you would like to read a book to them that is short and pretty informative, try *A Weed is a Flower*, by Alikei (an illustrator).

Remember to add George Washington Carver’s face to your Black History Month Board

## George Washington Carver

George Washington Carver was born to a slave woman in 1860. Soon after he was born, she was kidnapped by white men and never seen again. The slave owners were generous people, so they raised George and his little brother as their own. There were no schools for black children where George lived, so he learned everything there was to know about plants. The farmers nearby, knew that George could make anything grow, so soon they were asking his advice on their plants.

George wanted to go to school very much. He discovered a town, eight miles from their house, which was for black children. When he was 12, he packed all his things and went off to school. At each different school George attended, God always seemed to provide a family to take him in, while he went to the school in the area. When time came for college, he was accepted to a college, and they even gave him a scholarship, because of his amazing test scores. On the first day of class, they found out that George was black. He was told that he could not attend the school, because he was black, and they even took back the scholarship. George found another college that accepted him, and he went on to become an agricultural scientist--that is, someone who finds out new ways to make plants grow. One day after he had graduated, and became the youngest teacher at that college, George got a letter from Tuskegee Institute. This was a school in Alabama for black students, who could not afford to go to school anywhere else. He knew all of the trouble that he had getting into school, and he wanted to help other black people become educated, so he went.

In the time he spent there, George had many challenges. The soil was not the same as it was in Iowa, where he had been, and not as many things grew there. Many of the students' families that he worked with, were very poor and unhealthy, because of their lack of good foods to eat. This gave George an idea. He wanted to find something that was very cheap to grow, but gave the people the vitamins they needed and would help them get the money they needed to live on. George found that the peanut could grow very easily, almost anywhere. He told the farmers to plant peanuts. They thought he was crazy. They thought peanuts were only for monkeys, but George showed them something else. He had been experimenting with peanuts, and praying that God would give him some ideas. In just two days in his laboratory, he came up with 20 different things you could make from a peanut. He could make things like, peanut oil that he used to make butter, cheese, and chocolate. He also made shoe polish, stains, and dyes. Before George Washington Carver died, he created more than 300 uses for the peanut. He became well known and offers came in from everywhere, for him to do inventions for other people, and to make lots of money. George turned them all down. He was committed to helping the poor people in the South to learn how to live better. When he died, he gave all of his life savings, to create a fund to pay for other black students' college educations. George Washington Carver showed his love for God, by the way he was completely committed to helping others.

# Color, Label & Learn

## The Peanut Plant: Picture Perfect!

Label the parts of the peanut plant.

Leaf

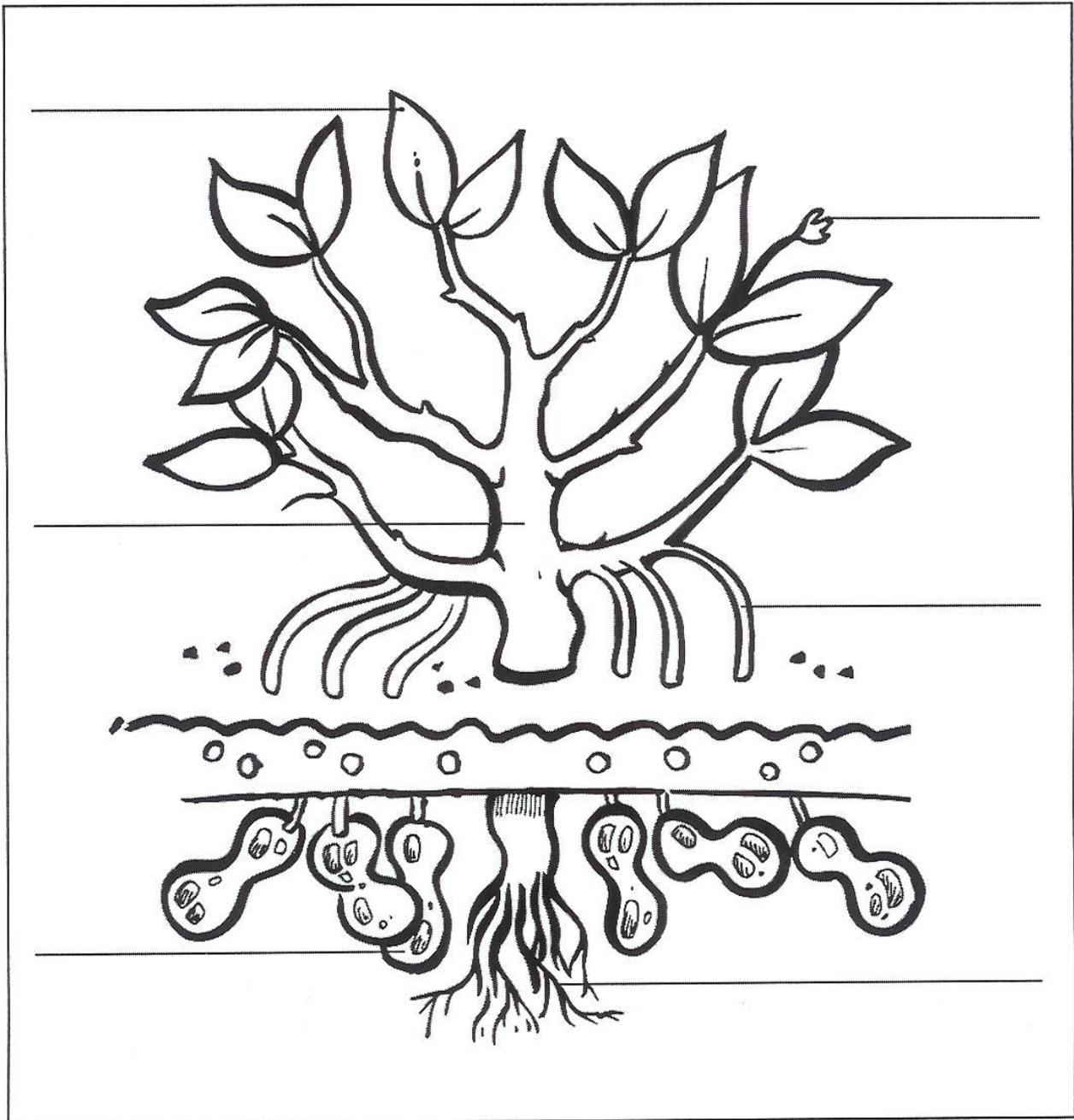
Flower

Root

Peg

Stem

Peanut



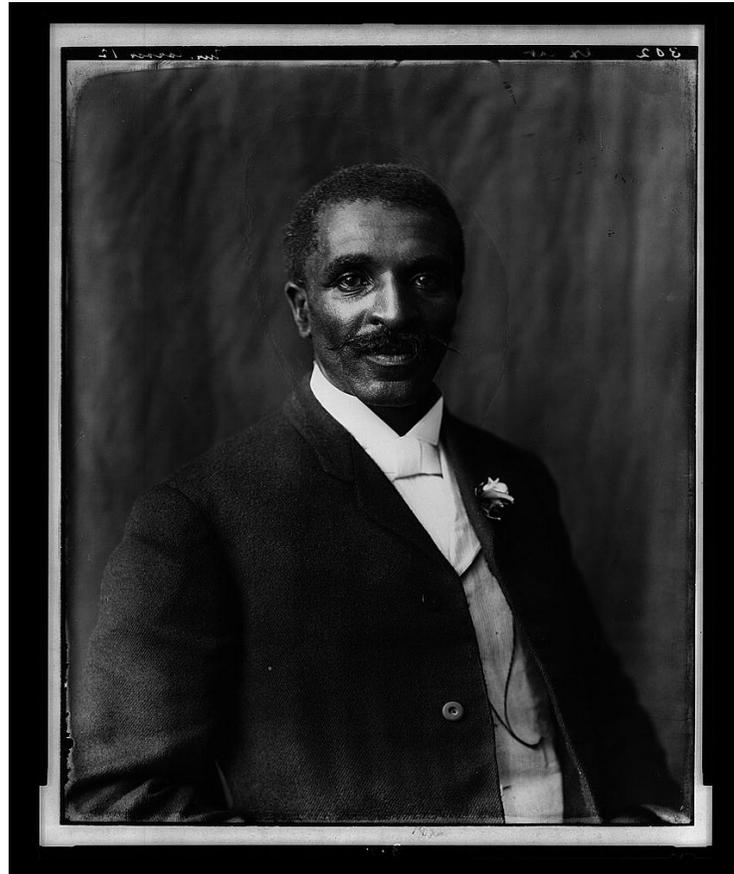
Courtesy of: [www.aboutpeanuts.com](http://www.aboutpeanuts.com)

# George W. Carver

Agricultural Scientist, Educator & Humanitarian  
[1864 – 1943]

*George Washington Carver was born a slave in 1864, in Missouri.*

*George was very smart, and learned many things about nature (especially plants) by observing, asking questions and experimenting. The family that raised George allowed him to go to school but he had to move from town to town, to go to the few schools that would offer an education to blacks. He eventually graduated from college in Iowa, as an Agricultural Scientist.*



*Shortly after graduation, he received a letter from Tuskegee Institute in Alabama, asking him to come and teach there. It was a school for blacks in the south. George cared about his people, so he went.*

*Through much prayer, he discovered over 300 uses for peanuts, more than 100 uses for the sweet potato and, hundreds more uses for other plant.*

*George Washington Carver could have been a very wealthy man, but he wanted to help his people, so he turned down many offers for jobs in other places. When he died, he left his life savings to help other blacks to go to college.*

# WEEK 4 - RECREATION

## DAY ONE: Capture The Flag

(Another game is given below if your facilities do not accommodate Capture the Flag)

**MATERIALS:** Two flags of any kind (can be old rags)

**OBJECT:** Steal the opponents' flag, then return to your territory, without being captured.

### SETUP

- The game is played in two large teams. Make sure there is a mix of ages of both teams.
- This is best played outside in a large area, where there can be many hiding places. If you have no outside area in which to play, it can be fun inside, too. It can be played in a parking lot, by placing cars in strategic spots for the kids to hide behind.
- Divide the playing area in half. You may want to use your entire property.
- Draw an imaginary line, designating the teams' territory.

### TO PLAY

- Each team is given a flag (any rag will do).
- Each team hides its flag in a spot, as far from the opposing team's territory as possible.
- The flags must be placed where they can be seen.
- When the adult leader calls out, "Let the game begin," all players begin their way into the opposing team's territory.
- If caught in the opposing side's territory and tagged, you will be placed in "Prison".
- The only way out of prison is if one of your teammates makes it over and tags you. You then can return to your own side. Both players get a "free walk" back.
- Each team designates a certain spot as their "Prison."
- All captured players must remain in the prison, until they are tagged by a free teammate.
- Prisoners may hold hands to make a chain out of the prison, and then everyone on the chain is released when the first person is tagged.
- Encourage the kids to get together in their teams and create a strategy before the game begins.
- Who will go after the flag? Who will stay in their own territory and capture prisoners? Who will be prison guards? Who will be decoys? Who will guard the flag? Who will go to rescue prisoners?

- Guards must stand at least 6 feet away from the flag.
- No one has a greater advantage than anyone else. Sometimes the smaller and younger kids can get away with things easier than the older ones.

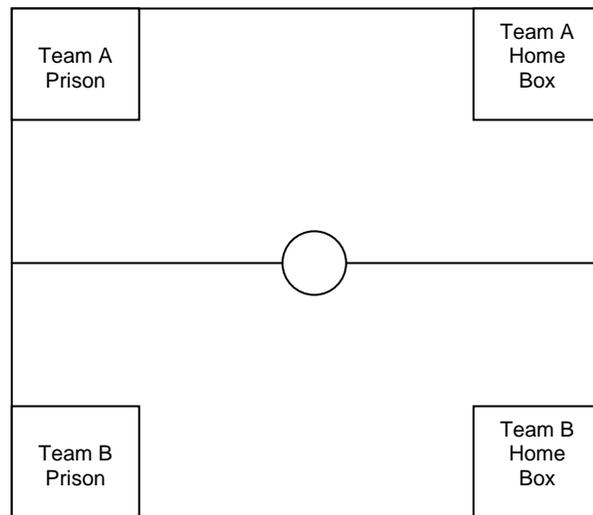
## ALTERNATIVE GAME: Prisoners Base

**MATERIALS:** Masking tape.

**OBJECT:** To be the team with the most players returned to the “Home Box” safely at end.

### SETUP

- Divide the group into teams of 10. If you have four teams, two teams observe and cheer on the two teams playing.
- Lay out a large playing area with masking tape. Twelve by twelve feet would be great.
- Use the masking tape to make a Team A Home Box and a Team B Home Box.
- Again, use the masking tape to make a Team A and Team B Prison.
- Designate which team is Team A, and which is Team B.



### TO PLAY

- Team A gathers in its home box and Team B gathers in its home box.
- A Captain is chosen for each team. Perhaps the adult.
- The Captain for Team A picks his fastest runner to run to the circle, and yell “My City.”
- At the yell of “My City”, Team B’s Captain sends out his fastest runner to tag Team A’s runner.
- As soon as Team B’s runner is sent out, Team A’s captain can send out his #2 runner, who tries to tag Team B’s #1 runner.
- At that, Team B’s captain sends out his #2 runner, who tries to tag Team A’s #2 runner.
- A runner can only tag the person he has been sent out to tag. If he accidentally tags someone else, he must go to prison.

- If a player is tagged, she must go to prison.
- Players remain in prison until tagged by one of their own players.
- If a player gets back to her “Home Box”, after tagging the person they were sent out to tag, she is safe.
- If a player does not attempt to get his opponent, he goes to Prison. (Director makes the call.)
- The winning team is the one to have the most players return to “Home Box” safely.

### DEBRIEF

**When was this game the most fun? When you were working as a team, or as individuals? Why do you think that is?**

**What are some ways that you can show your teammates that you love them in this game?**

**Do you think our memory verse can give us some good rules to play by? How would you word some of those rules?**

**How have we adults shown love during the playing of the game?**

*Remember that we need to show them that we love them, even during recreation.*

## DAY TWO: Do You Love Your Neighbor?

Teacher Tip: This game is like “fruit basket upset”, with a new twist.

**MATERIALS:** Chairs for all children except one.

### SETUP

- Begin by setting up the chairs in a circle. All of the children can have a seat and you can choose one child to be “it”, first.

### TO PLAY

- The person who is chosen, walks up to anyone in the circle and asks them: Do you love your neighbor?
- They can say either “yes” or “no”. (Hopefully more will say, “yes” than “no”.)
- If they say “yes”, then the child who is standing says, “How do you love your neighbor?”
- The seated child says, “I love all my neighbors with white socks on.” All of the people, who have on white socks, must stand up and move to another chair.

- The child can make up anything that at least two people have on, in the circle. If the child says something that only one person has, ask them to think of something else. They can also say things like:

**I love all my neighbors who:**

brushed their teeth this morning  
have more than 50 S.A.Y. Yes!® dollars  
have eaten a whole pizza by themselves  
have two brothers  
like black jelly beans  
have seen the movie “Lion King”  
have been to S.A.Y. Yes!® every day last week

These are just some examples. The children will get bored quickly, of things having to do with appearance. Plus, having them think of things in categories is a great critical thinking skill!

When the person in the middle, asks the person sitting, if they love their neighbor and he/she says, “NO!” then everyone has to move. (Just like “fruit basket upset”.)

**DEBRIEF**

**Ask the children what were the best questions that were asked? The questions that were funny, why were they funny?**

**If we are to love our neighbor, do you think that we should love only certain neighbors? Why?**

**Is there any way that we could change this game, to include some of the things that we learned this month about love?**

(This might be a hard question, but this is a higher-level thinking skill for them. This will help them also to learn to think about the ways things are, and not to accept them merely at face value all of the time.)

**DAY THREE: Animal Call**

**MATERIALS:** Two 1 lb. bags of beans.

**OBJECT:** To be the team who gathers the most beans.

**SETUP**

- Lay beans out, around the room.
- Put the children into small groups of 5 or 6.

**TO PLAY**

- Give each group the name of an animal that they are to imitate (cat-“meow”; dog-“arf,arf”; lamb- “baaa”; bird - “tweet tweet”; cow - “moo”; etc.).
- Each group selects a leader.
- When the Adult leader says "GO", each group of children goes out, looking for beans.
- When the group's leader hears the sound of their animal, he/she goes quickly to gather the bean.
- The leader can only pick up a bean, at a spot where his/her player is making the sound.
- Players cannot leave a bean, until the leader has picked it up.

**DEBRIEF**

**What was the best part about this game?**

**Was it better when you tried to be patient and kind, as the memory verse says, instead of being impatient and rude?**

**Do you think that you were able to show love to all the players today, even if they weren't on your team?**

**What could you do now? If you weren't able to show love during the game?**

**DAY FOUR: Free Play**

**MATERIALS:** Balls, jump ropes, chalk, Frisbees, hula hoops, etc.

**SETUP:**

- Let the children choose what they would like to play today.
- It must be a group choice.

**TO PLAY**

- Have the children work out the rules.
- Adults stay in the background, but do participate as a kid. This is not a time to rest.
- Let them work out any disagreements as much as possible. Step in only if there is possible physical or emotional torment.

**OBSERVE**

- Look for people who are showing a loving attitude toward their neighbor during this time.
- You might want to have some dollars ready to hand out during this time, as encouragement for doing the right thing.
- Most of all, have fun!

**DEBRIEF**

Remind the children that free play is a privilege.

**How were you shown love by others, during the free playtime?**

**When did you find it most difficult to show love to others?**

**Did any of you think to ask Jesus to make you more loving to others?**