

Perseverance

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PERSEVERANCE - UNIT OVERVIEW

MEMORY VERSE: “Let us not become weary of doing good, for at the proper time we will reap a harvest if we do not give up.” Galatians 6:9

Think about a time when God took you through a long period of waiting. When you finally got the thing that you had been praying for, you could see why God had you wait. It isn't always that easy, but sometimes God lets us see His reason and perfect wisdom for His timing.

Perseverance is about being patient and enduring even when there may be no light at the end of the tunnel. To be able to wait on God and keep working on what He has given us for the time being, we have to have a deep rooted faith in the fact that God is on the throne, that He is fully aware of our situation and that He loves us deeply.

God does not want to cause His children to suffer, but sometimes there is no other way for Him to use us in the way that He desires until we have been through the crucible of perseverance. Our job is to keep our hand to the plow and not let up until we hear the words of our savior saying, “My child, put down your plow, I have a new work that I have been preparing for you and have been preparing you for all this time!”

Perseverance brings us to a new level of faith and trust in God. It shows us new things that we did not know before about God's love and faithfulness. It also gives us a testimony of how God sustained us when the road was the most difficult.

In this unit on **PERSEVERANCE**, you will find....

BIBLE CLUBS that show you the ultimate picture of perseverance when our savior endured death on a cross for us, how perseverance brings us to maturity in the faith and how Nehemiah persevered to do the work God had called him to do in the midst of great opposition!

PRACTICAL LIVING will teach the children how to plant a garden, how to choose healthy food at a fast food restaurant, how to motivate themselves and they will hear from someone whose life has been changed because of what they had to persevere.

READ ALOUD, CRAFTS and **RECREATION** will teach them everything from how African American's have had to persevere in our county to how to hang in there long enough to complete a three week craft!

We pray that this unit on perseverance will encourage not only your children to hang in there when things seem unbearable but your staff as well! There may be many days you feel like throwing in the towel on these little ones, but we trust it will not be during this unit on perseverance! We have to be the ones modeling consistency, even on the days when we feel like calling in sick. Persevering on the tough days will let the children see this attribute of Jesus lived out before them! We pray that this unit will set a new standard for these little ones to follow God where ever He may lead them and to not give up no matter what obstacles they might face!

WHAT IS PERSEVERANCE?: WEEK 1

WEEK 1 - BIBLE CLUB

- LESSON AIM:** To help the child understand what perseverance is.
- SCRIPTURE:** Mark 14:32-52, 15:16-39, 16:1-8
- MEMORY VERSE:** “Let us not become weary of doing good, for at the proper time we will reap a harvest if we do not give up.” Galatians 6:9

The Garden Of Gethsemane That Led To The Cross

This unit on perseverance can start no where else but in the death of our Lord and Savior, Jesus Christ. His ultimate picture of perseverance could challenge even the missionary in the deepest jungles to keep going.

We will begin the story this time at the garden of Gethsemane. It was here that Jesus prayed earnestly to His Father to not have to do this. The weight of all that was about to happen was on His shoulders and it was hard for even the Son of God to bear. The amazing thing to notice is that the One who came to give life to the world, submitted Himself to His Father in heaven. As we read the prayer recorded in Mark, He uses the term Abba, which is a term for Daddy used by young Jewish boys as a term of endearment or intimacy, according to *The Bible Knowledge Commentary*. It was not appropriate to pray this way since the Jews did not feel this type of intimacy with God. Jesus demonstrates the depth of the relationship that He had with His Father.

As the story continues, we see Jesus mocked as the “King of the Jews”, beaten, spit upon by the guards and by passers by and then finally crucified. Through all of these things, Jesus endured until the end because of the work that God had prepared for Him to do. Jesus was obedient to His Father knowing that He played a role in the larger picture of the world. He had to fulfill His part in this so that many present and yet to come could have their sins paid for in full and to fulfill the prophecies of old.

The story ends with the resurrection of our Savior. We see that because Jesus persevered many people benefited. How much more should we, being the recipient of His perseverance, endure for His name?

What we want the children to see is that Jesus endured so that they might have eternal life. From His example, we should be encouraged to persevere in whatever He asks of us!

Discipleship
Tip

This week take some time to get one-on-one with the children you are discipling. Ask them if they know why Jesus had to persevere ultimately. (So that we could be forgiven.) Share with them your testimony of how you took advantage of Jesus perseverance. Invite them, if they have not already, to receive Christ as their Savior and Lord. If they have, pray with them about someone they could share Christ with this week.

Hook

MATERIALS: old magazines and newspapers, copies of the memory verse (see following page) each group, scissors and glue

- Before Bible Club, divide the children up into groups of two and three.
- The groups should be mixed age wise.
- The groups with three children should have one younger child in their group.
- When the children come in for Bible Club, have them sit in the groups that you set up.
- Pass out the piece of paper that has the memory verse on it.
- Tell them that they will have a certain amount of time (10 to 15 minutes- it needs to be long enough that they will feel like they have to persevere) to find all of these words in the magazines and newspapers that you have for them.
- For every four words (there are 24 words, plus the reference) that they can find, they will each receive a dollar. Give them a bonus dollar for finding the reference. (This will force them to be creative and just cut out the letters!)
- Tell them that you will be walking around and watching to see how they are doing. You will be giving out dollars as you see them working and finding the four words. (Hopefully this will encourage them to continue.)
- But if you have already given them dollars and you see them stop working because they have already received some money, they may lose their money all together.
- As they are working, you might want to have someone keeping track of the time and telling the children how much time they have left.
- When the time is up, have staff and volunteers walking around to see who is finished.
- Then ask them these debriefing questions:

DEBRIEF:

1. **How did you feel about this project when it first started? What about half way through? What about near the end?**
2. **Why do you think your feeling could have changed? What made it change?** *The dollars on the table encouraged some, but not being able to find a word, made someone else frustrated.*
3. **If you got discouraged when you couldn't find a word, what did you do?** *Asked someone else for help, broke the word down into letters to try to cut it out.*
4. **Did anyone feel like giving up? Why? What did you do? If you chose to keep going, why did you do that?**
5. **Do you think you would have worked harder if the prize was better? What could have motivated you more?**

“Let us not become weary of doing good, for at the proper time we will reap a harvest if we do not give up.”

Galatians 6:9

“Let us not become weary of doing good, for at the proper time we will reap a harvest if we do not give up.”

Galatians 6:9

“Let us not become weary of doing good, for at the proper time we will reap a harvest if we do not give up.”

Galatians 6:9

Bible Story

MATERIALS: desk for the anchor person to sit behind

This Bible Club is to be told like a news broadcast. Don't worry about getting many props unless you just want to. Let the children use their imagination for the things that you will need. Sometimes this is better than what we could find anyway!

CHARACTERS: voice in the background, anchor, James, reporter on the scene, guards, Jesus

Teaching Tip: use your Junior High students to help you have enough people for the extra characters if you don't have enough volunteers.

Script

Scene begins with the anchor sitting at the desk reading the notes that she has in front of her.

VOICE: This is a special report done on the life of Jesus Christ. Some say that He was a prophet, others say He was a crazy man and still others say that He is the Messiah. We present this special report for you to make your judgment. Here is the one who did all the work to get this information together, your news correspondent, _____. (name of the anchor)

ANCHOR: Thank you for joining us this evening. I think I have the most news worthy story that has possibly ever been told, but see for yourself. As many of you know, Jesus of Nazareth has been traveling from place to place healing people, teaching people about the scriptures and answering even the hardest questions that have been asked of Him by the Jewish priests. The part that I have found so amazing in this story is the lengths that Jesus was willing to go for what He believed in. I don't think I can ever remember someone enduring so much. But don't take it from me, listen to some of the people that I talked to over the past week or so and see what you think.

The first person that I talked to was James. He was with Jesus right before He was arrested by the Roman soldiers. Here is what he had to say,

This should be the actor who is acting as James speaking, but the anchor should act like it is a video tape.

Week 1 – What is Perseverance?

JAMES: Yes, I was with Jesus that night when the guards arrested Him. Right before it all happened, He had taken us up into the garden to pray. At that time, it was just me, Peter and John. He asked us to wait while He went alone and prayed. He seemed very upset. In fact, He told us that his should was overwhelmed y sorrow to the point of death. We had no idea what He meant. I could hear some of what He was praying. He prayed that if there was any way that He did not have to go through with this that he could not do it. But He prayed that He would rather do what God wanted Him to do than what He wanted. I thought that was pretty amazing that even the Son of God had to endure things that He thought were unbearable. *(Actor should freeze as if the video tape was stopped)*

ANCHOR: After hearing what James had to say, I knew that Jesus was truly human, because He did not want to have to go through what He knew He was about to go through. As soon as Jesus returned from praying, this is what James said happened. *(looks toward video)*

JAMES: When Jesus came back, we had fallen asleep. He woke up us saying that He didn't know how we could sleep in a time like this!! We felt bad that we had let Him down in that way. We knew that he was depending on us to look out for Him and pray on His behalf. So He went back again to pray and we fell asleep again! He woke us up again and we couldn't say anything because we knew that we were wrong. Finally, He left again, and I don't understand how it happened, but we fell asleep again! When He came back this time, He said that the time had come for Him to be arrested!

ANCHOR: Jesus was even patient with His trusted friends and did not give up on them even though they failed Him many times. He still forgave them. Just as Jesus said His betrayer had come, it has been reported that Judas and many other guards walked up to Him. Without a fight, He let them arrest Him and went with them quietly although He had done nothing wrong. What I want to show you next is some incredible footage taken by a tourist who happened to be in the city the day Jesus was arrested. It shows just what happened to Jesus. What I want you to notice is what all he was willing to endure because of what He knew He had to do. Here is the video... *(looks toward the area were the "video tape" is to be shown.)*

Actors who are playing this scene should be as realistic as possible without actually hurting anyone. They should stand in about the same place "James" did in order to be like a video tape.

Week 1 – What is Perseverance?

Many guards gather around Jesus. They put a purple robe on Him (*can be imaginary just say what they are doing.*) and put a crown of thorns on his head. Guards should be yelling, “Hail, King of the Jews!” and laughing in a mocking sort of way. Guards should hit Him and spit on Him. They even fall on their knees and act like they are worshipping Him. Then, they drag Him off to crucify Him.

ANCHOR: (*when anchor begins again, she should act like she is wiping tears from her eyes.*) I have seen that before, but it still gets to me every time. I just can imagine why anyone would go through all of that. The worst part is, they have only begun. The guards were leading him off to be crucified as a criminal. They made him a cross and forced him to carry it through the streets of the town to where they had planned to crucify him at. People who were there say that He was so weak from all the beating that He could hardly carry the cross. They got a man named Simon to carry the cross for Him that day. From what we gather, Simon had just been a man standing in the crowd.

For the tragic end to our story, we will go to our reporter who was on the scene to witness the whole event. Let’s go to him now, _____ (name of reporter).

REPORTER: Thank you, _____ (name of anchor). I am here at Golgatha which means Place of the Skull. This is the place where they have just hung Jesus Christ up to be crucified. As you can see behind me, (*there is nothing there, let them use their imaginations*) Jesus is hanging on the cross in the center between two thieves. There is a sign above his head that some of the Roman soldiers put above his head earlier that says, “King of the Jews.” They put it there as a insult to the power that He has. People in the crowd here have been asking if He can save himself even though He saved all of those other people. Many people are even saying that if He would come off of the cross right now that they would believe in Him, but nothing has seemed to affected Him. Right now it is about noon or what they call the sixth hour here.... (*looks around startled noticing that it has grown dark*) all of the sudden it seems to be getting dark. I have no idea what it happening!! (*very excited*) He’s saying something! (*pauses as if to hear*) He said, “My God, My God why have you forsaken me?” I wonder what he means by that. I can hear others around Him who think that He was calling for Elijah. (*acts startled*) Jesus just gave His last cry and appears to be dead. The amazing part is that there was a loud ripping sound and it is being said that when He died the curtain of the temple was torn in two from top to bottom. Everything is so crazy here, I am going to have to go. This is _____ (name of the reporter) in Golgatha. Back to you, _____ (name of anchor.)

Week 1 – What is Perseverance?

ANCHOR: That was a heart wrenching report don't you think? We filmed that on Friday when it was happening and today being Sunday, we just now had it all together to show to you. Jesus really went through a lot . It is such a shame that he had to die like that!

Just then, the actor that played Jesus earlier walks onto the set.

ANCHOR: Excuse me sir, we are on the air.

JESUS: I am aware of that and I have the ending of the story that you just told.

ANCHOR: No, I am afraid I told the end. Jesus died. What else is there?

JESUS: You see, they buried Jesus in a tomb and just this morning two of Jesus' close followers, Mary Magdalene and Mary the mother of Jesus went to the tomb with spices to anoint Jesus' body. When they got there, they noticed that the large stone that had covered the mouth of the tomb had been rolled away. When they went in, they saw a young man dressed in a white robe. They were scared at first, but he told them to not be afraid. He asked them of they were looking for Jesus and they said yes. He said, "He is risen. He is not here! See the place where they laid Him." So he told them to go and tell the disciples what they had seen and that they would see him soon with their own eyes.

ANCHOR: That is quite an exciting story, but how do you know all of this?

JESUS: Because I am Jesus.

The End

DISCUSSION QUESTIONS

- 1. In the beginning of the Bible Club, you heard James talk about Jesus in the garden praying to God. What was Jesus asking God for?** *He was asking Him to see if there was any way that He could get out of having to die on the cross.*
- 2. What are some of the things that Jesus had to endure?** *He was betrayed by a close friend, mocked, spit upon, beaten and crucified and many others.*
- 3. When you had to find the words to the memory verse today, what did you have to endure?** *Not being able to find the word you were looking for quickly, your other teammates who weren't cooperating, fearing not being done in time.*
- 4. How do you think Jesus felt when He was thinking about all He would have to go through?** *Scared, worried that He would not be able to make it or wishing that He didn't have to do it.*

The Bible tells us why He persevered and why we should also follow His model and persevere as well. Let's look up Hebrews 12:1-3.

- 5. In the first verse, it tells us what we are to do when we run into trouble. Can someone tell me what it is?** *Throw off everything that hinders us.*
- 6. When Jesus didn't feel like persevering, what did he remember according to this verse?** *He remembered that His death on the cross would give us eternal life.(this was the joy set before Him.)*
- 7. When you feel like giving up, remember what it says here in verse three. What does it tell you to do?** *Consider Him who endured such opposition from sinful men, so that you will not grow weary and loose heart.*
- 8. What are the times when you feel most like quitting?** *When you are not doing well - losing the game, failing at school, when you see no hope, when no one else is supporting you or you feel alone.*
- 9. So according to these verses we just read, what are you supposed to do when face these kinds of situations?** *Remember what Jesus went through for us and keep going and not give up!*

It can be very hard to keep going or persevere when things are hard, but this is a way that people see Christ in us. When things are going bad, if we keep going they wonder what is different about us.

Pray right now with the children and ask God to help you remember what Jesus went through on the cross for us the next time we are going through a difficult situation.

WEEK 1 - SKIT

CHARACTERS: Reuben and Bobby

SCENE: The boys are playing basketball after school.

BOBBY: I can't believe we have basketball practice again tomorrow after school!

REUBEN: Coach just wants us to put in enough time so that we can win next week.

BOBBY: Do you think that we are going to beat the Jayhawks?

REUBEN: Not if everyone keeps skipping practice like they did today.

BOBBY: Yeah, I know.

REUBEN: It seems like the people on our team want to win bad enough but they don't realize that the only way we can win is if we practice, practice, practice. Why do you think Coach keeps calling an extra practice? He knows that we can't win unless we work out long enough to fix all the problems that our team has. Even if we can't fix them, we could at least improve!

BOBBY: Yeah, I guess they just want to win and not really put in the effort.

REUBEN: Well, Bobby, that is why we are here practicing right? We want to be ready for those Jayhawks on Friday!

BOBBY: That's right, chief. So let's work on that lay-up of yours. You kept missing the right one in practice today.

REUBEN: All right, you watch while I do one and tell me where I am messing up.

DISCUSSION

- 1. Why were Reuben and Bobby practicing basketball?** *So that they could get better and hopefully beat the team they are playing next week.*
- 2. Do you think you need perseverance to be able to play basketball? Why?** *Yes because practicing is boring, but you have to practice to be good at it and you have to persevere through many long practices!*
- 3. What do you think the other boys on their basketball had a problem with? What give you that idea?** *They could not persevere; we know that because they were not showing up for practice.*
- 4. Is there anything that you might do like this that requires perseverance? What is it?** *Playing an sport, playing a musical instrument, school and many others*

WEEK 1 - MEMORY VERSE

MEMORY VERSE: “Let us not become weary of doing good, for at the proper time we will reap a harvest if we do not give up.” Galatians 6:9

EXPLANATION OF THE VERSE

This verse acknowledges the fact that sometimes our work for the Lord is hard. The encouragement comes when Paul promises that when we work for the Lord there will be a harvest. We may not always see the harvest with our eyes or it may not come in our life time, but we have a promise that our work is worth enduring for however long it may take!

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 that the children do not forget the previous actions.
- Do this until you have 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.

[Refer to the following page for the verse actions]

MOTIONS TO THE VERSE

Let:	clap
us:	point to yourself
not:	shake your head no
become:	pat your legs
weary:	put the back of your hand against your forehead as if to faint
of:	snap
doing:	walk in place
good,:	look at someone near by and give them the thumbs up signal
for:	hold up four fingers
at:	pat your legs
the:	snap your fingers
proper:	give the sign for “Okay” with your fingers
time:	point to your watch or the place where you would wear a watch
we:	point to yourself
will:	nod you head as if to say yes
reap:	gather things up and put them in a bag
a:	clap
harvest:	move your arm in front of you from right to left, palm up, as if to show someone something very large
if:	hold up one finger as if there is an exception to a rule
we:	point to yourself
do:	shake your head no
not:	continue shaking your head no
give up.:	act like you are fainting
Galatians:	say “Galatians”
6:9:	shout the numbers six nine

WEEK 1 - PRACTICAL LIVING

How to Start a Garden

MATERIALS: book on plants (can be an encyclopedia), seeds for the plant you choose to plant, small containers for each child, potting soil, markers or stickers, large board for writing on and a writing utensil for it

BEFORE PRACTICAL LIVING:

- Depending on the place in the country that you are doing this practical living and the time of year you are doing it you might want to consult your local plant nursery as to what plants will do best in the conditions that you have at the present time.
- Look for something that blooms and grows quickly so that the children can see some results fast.
- Two plants that have been said to be easy to grow are Zinnias and Marigolds. Both flowers are best in the summer and do well in hot weather. They will sprout in 3-7 days.
- Other good flowers are Cosmos, they do not need much attention and Impatiens. They grow best in a shady area, but may take a little longer to sprout.
- Find a book that gives some information on plants so that you can show the children a way to decide on what kinds of things are best for you to grow.

DURING PRACTICAL LIVING:

- When the children come in, ask them if any of them have ever worked in a garden or have a garden at home.
- Tell them, **“Growing plants is something that takes a lot of perseverance, so that is the reason we are going to start this project at the first of the month. Then, we can see the result of our perseverance at the end of the month.”**
- Ask them, **“What are some different kinds of things that you could find in a garden? (Flowers, greenery and vegetables)**
- Tell them, **“Today we are going to learn what you would do if you wanted to start a garden.”** (Write the title on the board “Starting a Garden”)
- Ask them, **“Does anyone know what the first step would be?”** The first step is, **“Deciding where you will put it.”**
- Tell them, **“For today, we are going to say that we are going to start our garden in these pots.”** (pass out the pots to each student.).
- **“What would be the next step?” “Step 2 is what kind of plant do you want to grow?”**
- **“We are going to plant a plant that has flowers on it so that it will make the place where we live beautiful. When the place where we live is bright and cheerful, sometimes that given us encouragement to persevere.”**

Week 1 – What is Perseverance?

- **“After you decide what you want to grow, what would you do next?”**
- **“Step 3 is choosing a type of flowering plant. You want to choose a plant that will do well with the part of the country that you are in, the time of year you are planting and the amount of light you have. How would you find out what plants grow best under the circumstances that you have?”** *Ask someone at a plant store or better yet, go to the library and find a book about plants. (Show them the book that you found)*
- If you can, read them an entry about the plant that you have chosen. It would be best if you could find a picture of what it will look like as well. **“These books will tell you everything that you need to know about the plants that you want to grow.”**
- Tell them, **“Today we are going to grow _____ (we will say Zinnias). But before we plant them, we have to get our pots ready.”**
- Give the children a few minutes to decorate the pots that you have given them. You can have stickers that they can put on them, have them use markers or whatever you think will look good on the type of pot you were able to select. Make sure they put their name on it somewhere that is easy to see.
- Once they have done this, begin to pass out the soil for the plants.
- While you are passing it out, talk about what kinds of things are in this soil that makes it good for growing plants. The soil might have moss in it that helps give the roots air to grow and develop. It might have vitamins and minerals in it that the plants need for food to help them grow strong.
- Once all the children have gotten the soil, begin to pass out the seed to the children. Give each of them three to four seeds, depending on how many you could get and the size of their pots.
- Give the children directions on how deep to plant the seeds. For example if you are growing Zinnias, they should be planted two inches apart about 1/4 an inch deep.
- After the seeds are planted, talk about where at the center you could put these plants so that they could get the proper sunlight that they would need.
- After deciding on a place, tell them how to water a plant. Tell them that the dirt always needs to be moist. They don't want to give it too much water but they don't want it to dry out. They should stick their finger in the dirt to see if it needs water. Then, add water until you see the holes at the bottom of the plant begin to fill with water.
- Tell them, **“We are going to have to remember to check on our plants every day.”**
- Allow the children to ask any questions that they may have about gardening.
- Have them clean up their area before they leave!

Here is what the board should look like when you are finished:

Starting a Garden

1. Deciding where you are going to put it.
2. What kind of plant? (*Flowering plant, greenery or vegetable*)
3. Choosing a type of flowering plant.

WEEK 1 - READ-ALOUD

“The Tortoise and the Hare”

By Aesop

The Book of Virtues, p.529-530

SUMMARY: This is a classic tale of a slow turtle and a fast rabbit. One day the rabbit makes fun of the turtle’s slowness. The turtle challenges him to a race. The rabbit quickly accepts the challenge since he is fully confident of his speed. When the race begins, the rabbit speeds out ahead and then stops for a nap under a tree thinking that he would have time to wake up and finish the race still beating the slow turtle. Because the turtle is diligent and never gives up, he wins the race. We want the children to see this week that diligence is more valuable than talent!

PRE READING QUESTIONS

- 1) **Does anyone know what a tortoise is? What about a hare?** *A turtle and a rabbit.*
- 2) **If you were going to race a turtle and a rabbit, which one do you think would win? Why?**

This story is about a surprising end to a story about a race between a turtle and a rabbit. Let’s read it and see what happens.

POST READING QUESTIONS

- 1) **Who won the race? Why did they win?** *The turtle, because he stayed focused on the race.*
- 2) **How do you think the rabbit felt when he woke up?** *Frustrated and disappointed with himself for not doing his best.*
- 3) **Do you think the rabbit or the turtle had to work harder to win?** *The turtle because speed was not what he was naturally good at!*
- 4) **If we have talent to do something and we don’t use our talent, who are we most like, the rabbit or the turtle? Why?** *The rabbit because he was fast but didn’t use it well.*
- 5) **What is something that you can do to be more like the turtle?**

WEEK 1 - CRAFTS

✂ Papier Mache Bowl

MATERIALS: newspaper strips, white glue, balloons, plastic cups, scissors,

For the Teacher:

This is the first week of this craft that will last for three weeks. It will be weeks 1, 2 and 4 of this unit. Let the children know this at the beginning so that they will know what to expect.

BEFORE CRAFT TIME:

- Cut newspaper into one inch strips and put them in a bowl of water to soak overnight. You will need 6-8 pages per child at the least.
- Blow up a balloon for each child.
- Take a plastic cup (like the colored Solo® Cups) and cut the top of it off. You will need about an inch. This will be used as the base of the bowl. The balloon will rest on this. You do not need the rest of the cup for this project.
- Mix a solution of white glue and water that has three parts glue and one part water.
- Place the mixture in an old pie pan or any other shallow pan.
- Place two or three of these pans full of solution on each table.

DURING CRAFT TIME:

- Give each child a balloon and the top inch of the cup that you cut out.
- Tell them, “For the next few weeks we are going to be working on a papier mache bowl. This will take lots of perseverance to keep working on this over the whole month, but I think you will be very pleased at the results after you are finished.”
- “The reason we can’t do it all at once is because we need to give it time to dry.”
- Tell them to hold their balloons by the knotted end. The rest of the balloon should hang down.
- The rounded end of the balloon will be the bottom and be used as the form for the bowl.
- The children should dip the soaked pieces of paper into the glue mixture and put them around the balloon to cover it.
- The children should not cover the end that is knotted.
- They should put two layers of paper strips over the balloon.

Week 1 – What is Perseverance?

- Then, the children should do the same thing with the top of the plastic cup.
- It should be completely covered with paper strips.
- Then, leave these things to dry until you can get back to them next week.
- Tell the children that next week, they will be attaching the base to the balloon and adding another layer of strips to the balloon. The last week they will get to paint their project!
- Make sure the children take responsibility for cleaning up their area after they are finished working.

GUIDED CONVERSATION

- 1) **How does it feel to be starting a project that you know is going to take a while?**
- 2) **Have you ever gotten a chance to work on something for a while and then you got to see the finished project? How did it feel when you finally got finished?**
- 3) **Did you ever feel like giving up?**
- 4) **Why do you think it is important to learn how to persevere?**

WEEK 1 - RECREATION

DAY ONE: Set-up Teams

MATERIALS: students divided into two teams, (the list should be prepared by the staff in advance), poster board, and marker.

OBJECT: To help the children learn how to work together and support each other.

SET UP:

- Create two permanent teams. These teams would play together everyday during recreation. These teams will change every month. This gives the students a chance to learn to work with new team members. It also gives them a chance to play on a winning team if they were not on one in the past.
- You will want to make sure the teams are evenly matched age wise.
- You may want to sit down as a Staff team and decide who will be on what teams.
- Be sure and keep your lists from the previous months so that you can remember who played together in the past.

TO PLAY:

- Have each team come up with a team name. It can be whatever they want. The names that our students liked best were ones that had to do with their relationship with Jesus. Acronyms are fun to use too.
- Have each team create a team cheer. (Raps are fun too!)
- Remember that during recreation winning isn't as important as spirit.
- Make posters which you will keep up and post the scores.

EAGER BEAVERS		PERSEVERING PLAYERS	
COMPETITION	SPIRIT POINTS	COMPETITION	SPIRIT POINTS
1,000	20,000	2,000	10,000
1,000	10,000	1,000	30,000

DISCUSSION

Watch to see how the players respond to their new teammates and who provides leadership on the team. Notice who is encouraging and discouraging new ideas.

1. **Was it hard to come up with a team cheer?**
2. **We are learning about perseverance this month. Who felt like giving up during the time when you were supposed to be thinking of your team cheer? Who kept you going?**
3. **Why is it so important to keep going even if we don't feel like it?** *Because we want to reach a goal and we never will if we give up.*

DAY TWO: Nation Ball

MATERIALS: Two large rubber balls

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

SET UP:

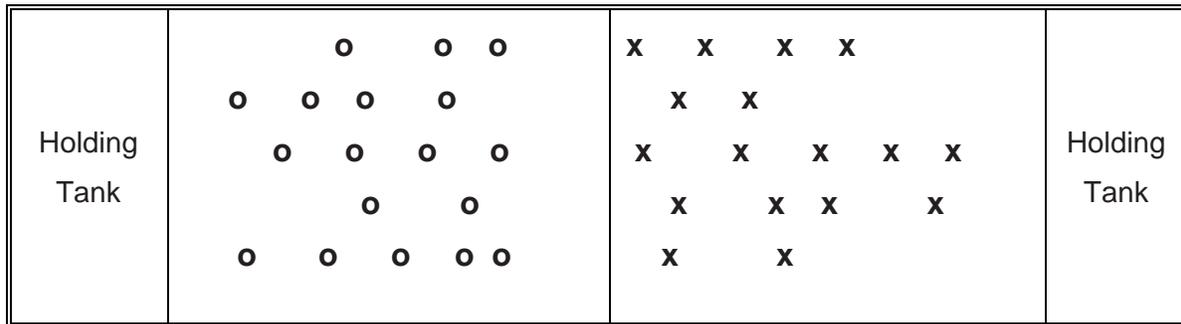
- Divide group into their teams. (Great game for teaching team work and family unity.)
- Each team is given an equal amount of space on a cement or hardtop surface.
- All but one member of the team stands in their space.
- The extra player serves as goalie, he/she is the only one that can leave the space 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 center line when throwing the ball, whatever the ball did, does not count. Players must stay behind the center line.

Week 1 – What is Perseverance?

- 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, different weights, sizes and materials.



DISCUSSION

Watch to see how your children are responding when they start to get behind. Are they helping to cheer on their fellow teammates or are they criticizing them?

1. **Why was it important to not give up in this game?** *Because you team can easily come from behind to win!*
2. **What do you think is something that could help a team that is loosing to come from behind and win the game?** *Encouragement from their other teammates!*
3. **If you want the people on you team to not give up, what are some things that you could do to help them?** *You could tell them they are need, that they are doing well and set an example for them of not giving up. When they see you trying so hard, they might want to follow along!*

DAY THREE: Blind Man's Bluff

MATERIALS: blindfold

OBJECT: To try to keep away from the "blind man."

SET UP:

- This game is best played in a confined area - perhaps a small (relative to size of group) room.
- A "Blind man" is chosen and blindfolded.

TO PLAY:

- The chosen player then moves around the room trying to catch the other players.
- The other player may move where ever they like during the game.
- If a player is grabbed he gets to be the next “Blind man”.

DISCUSSION

Most children, when you play this game, will want the opportunity to be the “Blind man,” but for the game to be fun each person has to try as hard as they can to not be caught. Thus not getting to be the “Blind man.”

1. **For any of you who got to be the blind man today, how did it feel when it was hard to catch the other children? Did you feel like giving up?**
2. **Sometime when we feel like giving up, we want a shortcut. What is a shortcut in this game?** *To cheat and look to see where other children are.*
3. **What are the problem with taking a shortcut?** *We feel bad later because we didn't do it the right way, next time we will want to do the same thing, taking a shortcut like cheating doesn't make God happy.*

ALTERNATIVES

- You may have the person grabbed, do a consequence and then the “Blind man” gets to choose someone to be the next “Blind man.”
- Set a time limit for the “Blind man,” the person furthestmost from her gets to be the next “Blind man.”
- Another solution might be to give everyone two S.A.Y. Yes!® dollars to begin the game. Every time they get caught they have to give up one of their dollars. If they run out of dollars they are out of the game. Whatever money that they finish with they get to keep as extra money from recreation that day.

DAY FOUR: Free Play

MATERIALS: all the fun play equipment that you have

OBJECT: To let the child try the new concept they have learned apply to everyday life.

SET UP:

- Let the children use any of the play equipment that they want.
- Let them set up their own games and make up their own rules if they want and if they can get anyone else to play with them.

Week 1 – What is Perseverance?

TO PLAY:

- Feel free to play with them, but do not take control of organizing the game.
- Let them do this and follow their rules.
- Ask the students to try to participate with their friends in the best way possible.
- Remind them that the rules of the center should still be abided by during this time.
- Have fun!

DISCUSSION

Watch to see if any of the children are trying to persevere with their friends in the games that they play.

1. **Do you think this that there was someone who tried extra hard today to not give up and keep trying until their goal was accomplished? Who was it and what were they doing?**
2. **How does it feel when someone doesn't give up when they are playing on your team? Is that someone you would pick to play with next time? Why?**
3. **Do you do try this hard at school? Why or why not?**

WHY PERSEVERE?: WEEK 2

WEEK 2 – BIBLE CLUB

LESSON AIM: To help the child understand that we must persevere through trials to become more like Christ.

SCRIPTURE: James 1:2-4, 12

MEMORY VERSE: “Let us not become weary of doing good, for at the proper time we will reap a harvest if we do not give up.” Galatians 6:9

PERSEVERING THROUGH TRIALS

In this second week on perseverance, we want to show the children what the point of all this perseverance is. We want them to see, as James tells us in this passage, that the trials that come into our life are to make us mature and complete - lacking in nothing!

The passage starts out by showing us the attitude that we are to have while we endure these trials - pure joy. When we can have joy in these times, people can see Jesus in our lives. They know that we could not have that attitude if we were functioning out of the flesh. The ultimate thing that perseverance is based on is faith. We have to have the undying faith that God is in control and can sustain us until we get to the other side.

Verse four is the reason why we chose this passage for week two in this unit of curriculum. It simply states that perseverance will make you full and complete not lacking anything. As our faith in Christ matures, God is able to use us to fulfill His will in ways that He might not have been able to use us for before. As we mature, we know Christ in a different way because we have learned to trust Him for our very existence though the trials.

As Christians, we all desire to be useable by God, but the truth is many of us have trouble with this goal alone as our motivation for enduring the trials. Our flesh is so strong, sometimes we need that carrot dangled out in front of us to be able to get us to actually walk in the faith that God desires us to experience. James wrote verse twelve of this same chapter to give us that hope. This verse tells us that those who endure will receive a crown of life if they do not give up. This gives us the encouragement to hang in there for the ultimate prize!

This week let the children see you model the joy of persevering under trials. It may be that God will allow your car to break down, your child to get sick or something that will give you a chance to model this before the children. Keep these verses on your mind and heart as each situation this week comes to pass.

Discipleship
Tip

Take some time to get one-on-one with the children you are discipling this week. Ask them if there is anything in their life right now that God could be allowing to test their faith and develop perseverance. (A hard teacher, a difficult home situation, a lack of money or many others) Share with them something that you are going through that might be stretching your faith. Inspire them to walk in the truth of this scripture and put the problem in God's hands. Pray with them, leading them in a prayer that models turning over these problem to His capable hands.

Hook

MATERIALS: twine and scissors or a bandanna, several heavy books, blankets, some kind of good prize for each child (something that will really make it worth it for them!)

OBJECT: This hook is designed to be like a obstacle course that will give the children several chances to persevere when they least expect it because they can't see the obstacles! (Most of our trials come when we don't expect them or can't see them coming.)

- When the children come into Bible Club, have them sit with their classes.
- Then, they should each find a partner to play the game with.
- Tell the children that you will have to make it through the obstacle course. If you can complete the course, then you will each receive a prize.
- The children will be taken as pairs to another room to run through the course. Depending on the number of staff and volunteers you have, the more teams you can have run at one time.
- DO NOT let children who have not gotten a chance to play the game watch those who are going through it!! It defeats the purpose of the surprise!
- The best situation would be to have one staff member for each pair of runners and one staff or volunteer to stay in the room with the other children who are waiting their turn or waiting for the others to finish. If you don't have that many people, one staff could run two lines pretty easily and maybe even three. Remember you don't want the hook to take so long that you don't have time for the bible story part of the Bible Club!
- In the room where the course is to be held, have a start and finish line clearly marked.
- When the children come into the room, they might be surprised not to see any obstacles that they have to run around or jump over. Simple tell them that you can't always see the obstacles in life that will make you a better person!
- Tell the children that they are to run from one end to the other twice (down and back two times). They are partners, so they should run together if possible.
- The most important rule is that if they hear the staff say "**FREEZE**", they must freeze immediately. If they keep going, they could loose their prize.
- Have the pairs line up on the starting line.
- Remind them that the object is not to beat anyone else, it is just to finish the race.
- Tell them to start.
- When they have reached the line where they are to turn around and come back, yell "**FREEZE**". At that point, use the twine or a bandanna to tie their ankles together. Try not to make it too tight so that they will not get hurt.

Week 2 – Why Persevere?

- When they reach the starting line where they are supposed to turn around and start their second lap, yell “**FREEZE**”. Cut off the twine and hand each child several heavy books. (adjust the amount according to the age of the child.)
- When they reach the line where they are supposed to turn around and go back for their final stretch, yell “**FREEZE**”. Take the books from their hand and put a blanket over their head. If you have enough, you should give them each a blanket.
- Make sure you notice what their response is to the different trials. Are they complaining that it isn’t fair? Do they want to give up?
- When they reach the end, tell them that they have successfully completed the course and *IF* they can go back into the room where the other children are and not talk to anyone until all have had a chance to play the game, they can receive a prize either at the end of the day or at the end of Bible Club, whatever you think is best. *Not talking is the final part of the test!*
- While children are waiting to play, you can tell them the rules to the game and then ask them to sit quietly until it is their turn. It should go pretty fast. Tell them they have to persevere until their time to play the game.
- When all of the children have had a chance to complete the race, ask them these debrief questions:

DEBRIEF:

1. **What did you think the first time the staff said “FREEZE” and we tied your feet together? What was your response?**
2. **How did you feel by the time the blanket was put over your head? Did anyone feel like giving up? Did you?**
3. **Do you think we should have told you about the different things before you started running? Why or why not?**
4. **If you would have been ready for the problem we gave you, do you think it would have had the same effect? Why?** *If we know about things in advance they are easier to deal with than some thing that may hit us by surprise.*
5. **How do you think the things that we did to you during the relay were like problems that you face in your life?** *Problems don't always come because you have done something wrong. You don't know when they will come. You are not sure you can make it through until you really have to try.*

Bible Story

MATERIALS: puppet, Bible for story teller

This Bible story is to be told by someone who is reading the Bible to the puppet and trying to explain the passage to the puppet. The puppet should be another person who is behind something like a table or a box. The person who is reading the scripture should act like they can't see the children sitting there, but the puppet sometimes makes comments to the children as if only he can see them.

Script

CHARACTERS: Person who is reading the Bible story called the TELLER
Lambert - The puppet (you can have any name you choose)

The story teller walks in the room looking for Lambert, calling “Lambert, Lambert....” until the puppet appears then the script begins.

TELLER: Lambert, I have been looking all over for you! Where were you?

LAMBERT: I was just eating a little grass, you know lambs get hungry every now and then too!

TELLER: Well, I thought we were supposed to meet at 4:00 for me to teach you about the Bible.

LAMBERT: You are right! I am sorry I was late but my shepherd won't buy me a watch. He says that lambs don't need to know what time it is. (to the children) I guess he was wrong! (snickers)

TELLER: All right, your here now so I guess it doesn't matter.

LAMBERT: Right, so what are we going to learn about today?

TELLER: Well, I though I would tell you about why we should persevere?

LAMBERT: Perse....what?

TELLER: Persevere, it means to hang in there and to not give up even when the going gets rough.

LAMBERT: Oh, persevere. I guess it is kind of like when you get one of those tootsie roll pops and you have to persevere until you get to the tootsie roll in the middle.

TELLER: Sort of like that. I didn't know you ate candy!

LAMBERT: Well, I am trying to cut back, anyway, enough about me. What does the Bible say about Perseverance?

TELLER: Well, it says that we should hang in there, but this verse I am about to read to you tells you why we have to hang in there through all the hard times.

Week 2 – Why Persevere?

- LAMBERT:** So what does it say?
- TELLER:** Well, it is found in James 1 verses 2-4 and 12. It says, “Consider it pure joy, my brothers,....”
- LAMBERT:** stop right there, I don’t get it.
- TELLER:** What do you mean?
- LAMBERT:** I don’t get it?
- TELLER:** What is it you don’t understand?
- LAMBERT:** I don’t know what “consider” means.
- TELLER:** It means think of it as. Like “Think of it as pure joy, my brothers,”
- LAMBERT:** Okay, I understand “consider” now, but I am not his brother!
- TELLER:** That just means his friends, that all, so it could say think, “think of it as pure joy, my friends.” Do you get it now?
- LAMBERT:** Got it! Go on.
- TELLER:** Think of it as pure joy, my friends, whenever you face trials of many kinds.
- LAMBERT:** I don’t get it.
- TELLER:** (patiently) What don’t you get?
- LAMBERT:** I don’t know what a trial is? Especially trials of many kinds!
- TELLER:** A trial is something that goes wrong like you lose your homework or you get sick or anything like that.
- LAMBERT:** All right, go on. But this time say, “lose your homework.”
- TELLER:** Well, a trial is not *just* losing your homework, but anything like that.
- LAMBERT:** I know, I can just understand better if you say, “lose your homework.”
- TELLER:** Okay, “Think of it as pure joy, my friends, when you lose your homework or anything else like that...”
- LAMBERT:** Great I understand. Now go on.
- TELLER:** ..because you know that the testing of your faith develops perseverance.
- LAMBERT:** I don’t get it.
- TELLER:** I had a feeling you were going to say that. What don't you get?
- LAMBERT:** You said, “because you know that the testing...” and I lost you after that.
- TELLER:** Well, it says the testing of your faith. Let me give you an example. Do you know why your teacher gives you tests at school?
- LAMBERT:** To torture me.
- TELLER:** No, she gives a test to see how much you have learned. So it is like saying when you are tested in your faith. Your faith is what you believe in. If you put it all together it is like saying, “When you are tested in what you believe.”

LAMBERT: Okay, so read it again.

TELLER: ...because you know that that when what you believe in is tested it develops perseverance.

LAMBERT: There is that word again.

TELLER: What word?

LAMBERT: Perseve...whatever!

TELLER: Perseverance?

LAMBERT: Yeah, and what did you tell me that means again?

TELLER: Perseverance means hanging in there and to not give up when the going gets rough.

LAMBERT: Oh yeah, so read it all together now.

TELLER: “Think of it as pure joy, my friends, when you lose your homework or anything else like that because you know that that when what you believe in is tested it develops your ability to hang in there and to not give up when the going gets rough.

LAMBERT: I got it!! All right! I am ready for more!

TELLER: Then it says, “Perseverance must finish its work so that you may be mature and complete, not lacking anything.”

LAMBERT: (flops his head over) I don’t get it.

TELLER: It’s okay, Lambert. That’s why you have a teacher so that they can explain to you what the Bible says. What is it you don’t understand?

LAMBERT: Now it is telling me that perseverance or hanging in there is going to make me mature and complete - I didn’t think I was missing anything. If I turn around will you tell me if my tail is still there?

TELLER: Lambert, it doesn’t mean make your body complete and yes your tail is still there. What it means is just like in school you have to start in kindergarten or first grade and then when you work hard and don’t give up, you can graduate from high school. In school they have different things to teach us at different levels. God is the same way. Let’s say for example you lost your homework. If God used this as a trial or a test to see how you would do, He is going to watch and see if you lie to your teacher about where it is or if you tell the truth that you lost it. God just tested you to see if you really think it is wrong to lie or if you just say that and do something else. If you did decide to tell the truth about your homework, then maybe God will give you another test that is a little harder to see if you can pass it. Maybe you are with your friends and one of them says, “I think going to church is stupid.” Then, someone else says, “Don’t you go to church?” If you say yes you know that they might laugh at you, but you will pass the test because you are acting on what you believe, telling the truth. The more tests you pass, or act on what is true, the more mature and complete you are.

Week 2 – Why Persevere?

- LAMBERT:** Man, I never thought of it that way. So can you tell me the whole thing now?
- TELLER:** Sure, it says, “Think of it as pure joy, my friends, when you lose your homework or anything else like that because you know that that when what you believe in is tested it develops your ability to hang in there and to not give up when the going gets rough. Perseverance must finish its work so that you may be mature and complete, not lacking anything.
- LAMBERT:** It really is making sense now. Are we almost finished?
- TELLER:** Yes, but there is one last verse. It says, “Blessed is the one who perseveres under trial,...” or when what he believes is tested, “because when he has stood the test, he will receive the crown of life that God has promised to those that love Him.”
- LAMBERT:** So you mean, if I pass the tests when God wants to see if I really believe in not lying or something like that, then I will get a crown?
- TELLER:** Right, the crown of life is a reward that Jesus will give us when we get to heaven!
- LAMBERT:** Now I know why we persevere!
- TELLER:** Why?
- LAMBERT:** So that we may be mature and complete and get a crown when we go to heaven!
- TELLER:** You got it, Lambert!
- LAMBERT:** I love it when I get it!
- TELLER:** So I will see you next week about this same time?
- LAMBERT:** Definitely! But what time is it?
- TELLER:** It doesn’t matter. You don’t have a watch anyway.
- LAMBERT:** Good point. Okay, see you later!

The End

DISCUSSION QUESTIONS

- 1. From the skit that you just saw, why do we persevere?** *So that we may be mature and complete and get a crown when we get to heaven.*
- 2. What does it mean to be mature and complete?** *It means that we are able to pass the tests that God gives us. Our faith is strong and we can act on what we believe in!*
- 3. Why do you think God waits until we get to heaven to give us a crown? Why not get it now?** *Because we have to keep persevering until we get to heaven. If we got it after one thing we did, we might not want to try anymore.*
- 4. How would you feel if you got to heaven and God gave you a crown of life? Why?** *Great! Because you knew you persevered and completed what He gave you to do.*
- 5. How do you think God will feel when He gives you that crown?** *He will be very proud of you!*

The Bible tells us that running a race is an example of something that requires great perseverance. Let's read what it says about it. Open your Bibles to 1 Corinthians 9:24-27. Someone read that for us.

- 6. How do you think that runner feels when he wins the prize after a long race?** *Tired maybe, but it is worth it because he won.*
- 7. How does a runner feel when they are doing laps everyday and practicing for the race?** *They might not like it, but they know they want to win!*
- 8. What things do you think are the same about running a race and persevering through hard times?** *Both of them you have to practice a lot. You might make mistakes, but you keep going. Both of them you get a prize at the end.*
- 9. This verse talks about not running aimlessly, but about training yourself to do what is right. Why do we have to train ourselves?** *Because we don't do the right things naturally, just like a runner doesn't naturally run 5 miles a day, but that is what they have to do to train themselves to run well.*
- 10. What are some things that you can do to train yourself to persevere?** *Memorize verses about it, spend time reading the Bible so that you can learn more about God and want to please Him more, not hang around people who will bring you down.*

Pray with the children and ask God to give them the strength to persevere through whatever trials they have to face.

WEEK 2 - SKIT

CHARACTERS: Maria, LaTasha and staff at the center

SCENE: Maria and LaTasha are at the center doing their homework.

LATASHA: What did you get for problem number eight? (*LaTasha is trying to look at Maria's paper.*)

MARIA: (*covering her paper*) LaTasha, you have asked me what I got on every question you have done so far.

LATASHA: So, I just want to see if I am doing the problems right!

MARIA: Really? Then how come you ask me for the answer when you have nothing written on your paper?

LATASHA: Well, sometimes I get stuck and need a little help! Is that so bad?

MARIA: No, but if I give you the answer, that doesn't help you. What about when it is time to have a test in math, what are you going to do?

LATASHA: I don't know, Maria. Why do you have to talk about the test? We are just doing homework. What is the deal?

MARIA: You have to learn how to do it on your own. I can show you what I did to get the answer, but don't ask me for the answer.

LATASHA: (*Raises her hand for the S.A.Y. Yes!® staff to come and help her.*) Fine, I will get someone else to help me.

STAFF: (*comes over to LaTasha*) What do you need help with?

LATASHA: I don't know the answer to number eight. Can you help me?

STAFF: Sure, now since you don't have anything written down yet, what is the first step to doing this problem?

LATASHA: Can't you just tell me the answer so that I can get started on my next page of homework.

STAFF: LaTasha, the purpose of homework is to learn how to do something by practicing over and over. If you don't learn how to do it now, you won't know what to do when it comes time for the test.

LATASHA: (*sighs*) That sounds familiar. (*looking at Maria*) Okay, what is the first thing that I am supposed to do? Is it adding these two numbers?

(*The staff continues to help LaTasha with her homework.*)

DISCUSSION:

1. Why didn't Maria want to give LaTasha the answer on her homework? *So that she could learn how to do it on her own, so that when it came time for the test, she would know the material.*

2. Do you think that what Maria did was the best thing for LaTasha or do you think Maria was just lazy and didn't want to help her? Why? *It was the best thing for LaTasha because she was forced to learn it.*

3. Why did LaTasha need to persevere through her homework? *So that she could learn.*

4. What is something else that we can persevere through that at the end we might have learned something? *Playing a sport or a musical instrument*

WEEK 2 - MEMORY VERSE

MEMORY VERSE: “Let us not become weary of doing good, for at the proper time we will reap a harvest if we do not give up.” Galatians 6:9

EXPLANATION OF THE VERSE:

This verse acknowledges the fact that sometimes our work for the Lord is hard. The encouragement comes when Paul promises that when we work for the Lord there will be a harvest. We may not always see the harvest with our eyes or it may not come in our life time, but we have a promise that our work is worth enduring for however long it may take!

Circle Verse

MATERIALS: None

OBJECT: To be the first team to say the verse correctly

- Divide group into teams of no more than ten. Mix the ages.
- The first person begins by saying the first word of the verse.
- The second person continues by saying both the first and second word of the verse.
- The third person proceeds by saying the first three words and so on.
- Go around the circle as many times as needed to complete the verse.
- Practice a couple of times and then do it as a race against the other teams.
- If a mistake is made the team must begin again at the beginning.

WEEK 2 - PRACTICAL LIVING



Choosing Healthy Food - Fast!

MATERIALS: each of the charts that are included in the curriculum and a chart of the food pyramid (2005 version) that you have made, downloaded from the internet or bought, calculators, paper and pencil

OBJECT: This practical living is designed to help children learn how to make nutritious choices in whatever eating situation they are in because eating healthy over a long period of time makes us feel much better!

BEFORE PRACTICAL LIVING:

- Set up the centers that the children will go to at the beginning of this Practical Living. by hanging up the different charts that are provided here in different areas.
- At each center, you should have pieces of paper, pencils and a calculator.
- You should have no more centers than you have volunteers and staff. You need one adult at each center. Some of your older students might be able to run one of the centers if you needed to do so.
- You do not need to have all of these centers. Just the ones that you feel will help the children most.
- There is a blank chart provided in case you have a local fast food restaurant that you know your children go to often. You will need to get the nutrition facts for this restaurant if you want to include it.

DURING PRACTICAL LIVING:

- Have the children come in and sit down in the room where all the centers have been set up.
- Tell them, **“Today we are going to learn about how to make a healthy choice at a fast food restaurant. Choose one of the fast food places that we have here today. The best choice is the place that you go to most often.”**
- **“When I ask you to move, go the restaurant and order something that you would normally get. The staff at the center will write down your order and tell you how many calories and fat grams that are in the food that you have chosen.”**
- When everyone in your group has finished, choose one of the members of your group to share what you ordered with us when we talk about that restaurant.
- Dismiss the children to the centers of their choice.

Week 2 – Why Persevere?

- If you see one of the centers is very full, have some of the children move to another center so that one staff does not have to try to take so many orders.
- If the children in your center are older, you can let them write down their own meal. Be sure to check it to make sure that they wrote down the right numbers with the right items.
- The calculator are at each center so that you can quickly add up calories and fat grams. You do not have to have them. It just makes it easier.
- When the children are finished, have them all come back to the middle and sit down.
- Show the children your picture of the food pyramid. Let them know approximately how many calories (e.g., 2000) and grams of fat (e.g., 65), a person should have a day.
- Have the children look at their meals and see if they had something from the different food groups.
- How many fat grams did their meal have? If you are only supposed to have 65 grams of fat all day, you don't want one meal to have 50 grams of fat!
- Next, explain to the children, **“This week we are talking about why we have to persevere. The reason we have to persevere in eating healthy is so that we can feel better, live longer and because God tells us that we should take care of our bodies because they are temples of God! Eating healthy may be hard, but it is worth it in the long run!”**
- Now, go through each of the fast food choices. Let the child who was selected, read their meal and tell the group if they made a good choice or not.
- If they did not make a good choice, give them some examples of good things to choose from that store. (*The list of the healthy choice items follows these instructions.*)
- After you have gone through each of the restaurants, ask them, **“What are some other times when we eat things that are not very good for us, but they are fast and easy to eat?”** *Things like chips, candy bars and sodas.*
- Have them think of some things that would give their body more energy and would be a healthier choice. (Drink some water, get a piece of fruit, eat nuts)
- Allow the children to ask any questions that they might have.
- Remind them that all fast food restaurants are required to provide their customers with the nutrition facts that are found in their food. If you can't remember the things that are healthy, ask for one on these informational brochures and check the listing before you order!

Here are the healthy choices at each restaurant:

Jack in the Box

They have so many different foods, there are many combinations:

Food	calories	fat
Chicken Fajita Pita	290	8
Side Salad	70	4
Low Cal Italian dressing	25	2
Diet Coke	0	0
=====		
total	385	14
Hamburger	280	11
Side Salad	70	4
Low Cal Italian dressing	25	2
Ice Tea	0	0
=====		
total	375	17

McDonald's

Food	Calories	Fat
Grilled Chicken Deluxe	330	6
Garden Salad	35	0
Fat Free Herb	50	0
Diet Coke	0	0
=====		
total	415	6

Subway®

Any choice at Subway® from their light menu is a good choice!

Taco Bell®

<u>Food</u>	<u>Calories</u>	<u>Fat</u>
2 light Chicken Soft Tacos	360	10
Diet Pepsi	0	0
=====		
total	360	10
Light Chicken Burrito	290	6
Light Taco	140	5
Ice Tea	0	0
=====		
total	430	11

Wendy's®

<u>Food</u>	<u>Calories</u>	<u>Fat</u>
Grilled Chicken Salad	200	8
w/ Fat-Free French Dressing	30	0
Soft Bread stick	130	3
Iced Tea	0	0
=====		
total	360	11
Jr. Hamburger	270	10
Small fries	260	13
Diet Coke	0	0
=====		
total	530	23

Jack in the Box

Food	Calories	Fat Grams
Hamburger	280	11
Jumbo Jack	560	32
Grilled Sourdough Burger	670	43
Taco	190	11
Chicken Teriyaki Bowl	580	1.5
Chicken Supreme	620	36
Chicken Fajita Pita	290	8
Garden Chicken Salad	200	9
Side Salad	70	4
Seasoned Curly Fries	360	20
Lo-Cal Italian Dressing	25	2
Small French fries	220	11
Regular fries	350	17
Jumbo Fries	400	19
Hot Apple Turnover	350	19
Cheese Cake	310	18
Dr. Pepper/Sprite/Coke	190	0
Diet Coke	0	0
Iced Tea	0	0
Vanilla Shake	610	31

McDonald's®

Food	Calories	Fat Grams
Hamburger	270	10
Quarter Pounder with Cheese	530	30
Big Mac	530	28
Grilled Chicken Deluxe	330	6
Small Fries	210	10
Large Fries	450	22
Super Size Fries	540	26
Chicken Nuggets (6 piece)	290	17
Garden Salad	35	0
Grilled Chicken Salad Deluxe	110	1
Lowfat Ice Cream Cone	120	0.5
Hot Fudge Sundae	290	5
Baked Apple Pie	260	13
Lowfat Vanilla Shake (small)	340	5
Coke/Sprite (Medium)	210	0
Hi-C Orange	240	0
diet coke	0	0
Orange Juice	80	0

Subway®

Food	Calories	Fat Grams
Turkey Breast 6 inch sub	289	4
Turkey Breast & Ham 6 inch sub	295	5
Ham 6 inch sub	302	5
Club 6 inch sub	312	5
Roasted Chicken 6 inch sub	348	6
Coke/Sprite (Medium)	210	0
Hi-C Orange	240	0
Diet Coke	0	0
Orange Juice	80	0

Taco Bell®

Food	Calories	Fat Grams
Soft Taco	210	10
Soft Taco Supreme	260	14
Bean Burrito	380	12
Burrito Supreme	440	18
7-Layer Burrito	540	24
Nachos	310	18
Nachos Bell Grande	740	39
Light Chicken soft taco	180	5
Light Bean Burrito	330	6
Light 7- Layer Burrito	440	9
Light Burrito Supreme	350	8
Steak Fajita Wrap	460	21
Chicken Fajita Wrap	460	21
Veggie Fajita Wrap	420	19
Cinnamon Twists	140	6
Slice/ Pepsi (small)	200	0
Mountain Dew (small)	227	0
Diet Pepsi	0	0

Wendy's®

Food	Calories	Fat Grams
Single with everything	420	20
Big Bacon Classic	610	33
Jr. Hamburger	270	10
Jr. Bacon Cheeseburger	410	21
Grilled Chicken Sandwich	310	8
Caesar Side Salad	110	5
Grilled Chicken Salad	200	8
Soft Bread stick	130	3
Small fries	260	13
Medium fries	380	19
Large Fries	460	23
Broccoli Cheese Baked Potato	470	14
Cheese Baked Potato	570	23
Chicken Nuggets (6 piece)	280	20
Frosty (small)	340	10
Coke/ Sprite/Lemonade	180	0
Diet coke	0	0
Milk	110	4

WEEK 2 - READ-ALoud

“The Little Hero of Holland”

Adopted from Etta Austin Blaisdell and Mary Frances Blaisdell

The Book of Virtues, page 533-535

SUMMARY: This is the story of a small boy who knew the importance of the dikes in Holland. They held back the water from the country. He also knew that even a small leak in the dike could lead to a larger one and then eventually to a flood that could destroy the whole country. So, when he saw a hole in the dike, he put his finger in it. He had to hold it there for the whole night until finally someone found him and he became a hero. We want the children to see that sometimes we persevere for the good of others and in the process we grow and mature.

PRE-READING QUESTIONS

1. **Have any of you ever be in a flood or seen one on TV? What happens when it floods?**
The water fills all the low places.
2. **How do you think you would feel if you knew you were responsible for making a whole neighborhood flood? How would you feel if you knew you saved a whole neighborhood from flooding?**

In this story we are about to read, a little boy saved a whole country from a flood! Listen and see what he did save them!

POST READING QUESTIONS

1. **What did the boy do to save Holland from flooding?** *He put his finger in a hole in the dike.*
2. **How do you think the boy felt when he was all alone out there at night with his finger stuck in the wall?** *Scared, tired, wishing he could give up*
3. **Why do you think he stayed there for so long?** *Because he was afraid that his country would be flooded*
4. **When Peter wanted to give up, what did he do?** *He remembered who he was doing it for and he was encouraged to go on.*
5. **What is something that you could endure through and be like this little boy?**

WEEK 2 - CRAFTS

✂ The Second Week Of The Papier Mache Bowl

MATERIALS: newspaper strips, white glue, balloon and base from last week

(See Week 1 for the beginning of this craft.)

BEFORE CRAFT TIME:

- If possible, try to fully complete a bowl for this week, (using the final directions found in week four) so that the children can see what they will get to do two weeks from now. This may encourage them if they think this week is boring!
- Make sure that both parts (the balloon and base) to be covered are completely dry.
- Cut more one inch strips of newspaper and soak them in water overnight. (You might want to adjust the amount of strips that you use this week depending on how many you used last week. You probably won't need quite as many this week.)
- Make the glue and water solution and put them into pie pans like you did last week. (The solution is three parts glue to one part water.)
- Make enough solution so that there will be enough to fill two to three containers on each table.

DURING CRAFT TIME:

- Tell the children to make sure they have the right balloon and base that they covered last week.
- Use the paper strips and the glue solution to attach the base to the balloon by draping the strips across the bottom of the balloon to the base made from the cup.
- Make sure they attach the base at the center of the balloon so that the bowl will not be uneven.
- Cover the balloon with a second layer of strips.
- Let the children they have plenty of time to be able to cover it as thoroughly as possible.

GUIDED CONVERSATION:

1. Does this part of the craft seem as exciting as last week?
2. If this part seems boring, what do you think might encourage you to keep going?
3. Would you encourage someone else to try this craft if they never had? Why or why not?
4. What are some reasons why we should want to persevere though things that we have to go through in our life? *So that God can teach us the things that He wants us to learn and develop us in new ways!*

WEEK 2 - RECREATION

DAY ONE: Obstacle Course Relay

MATERIALS: recreation equipment (two of each) hula-hoop, jump rope, basketball, anything really- you can have as many or as few as you like. You don't need more than three or four but have at least two.

OBJECT: To be the first team to have all of their team members to complete the obstacle course and sit down in their lines.

SET UP:

- Before recreation, choose two or three things that you would like to use in an obstacle course.
- Each thing that you choose, you should have one for each team to make the game equal.
- Have them do something with each of the things that you put in the way. For example: Jump rope three times, hula-hoop three times, run around the chair and come back.
- You could add in some things like bounce a basketball five times, jump over something, using a racket of some kind - bounce the ball in the air twice, if you are playing outside or have a small basketball goal you could have it end with shooting the basketball to make a basket. Whatever you create! This game could be different every time you play!
- Divide the children into their two teams.
- Have them start standing in a line. When they return, tell them to sit down in the line, so that you know which children are finished already.

TO PLAY:

- Tell the children that when they are in their lines, they can start.
- Have one staff person watching each of the team to make sure they are doing each of their "events" along the way.
- Also the staff person should be available to retrieve any thing that might roll away or get misplaced during the course.
- The winner is the team that completes the course and is seated in their lines first.

DISCUSSION

Watch to see which children are encouraging their teammates on one of the things that might be harder for them. How do you see children not giving up?

1. **What did you like most about this game?**
2. **Is it hard to think of something that you liked when your team lost? Why?**
3. **If your team tried their best and didn't give up, were spirited, won the spirit points for the day, but lost the game, do you think losing would matter as much? Why?**
4. **Would you like to be on a team that doesn't give up? Why?**

DAY TWO: Balloon Stomp

MATERIALS: a balloon for each player and piece of string for each player.

OBJECT: To be the team to have at least one balloon still unstomped.

SET UP:

- Divide the group into their two teams.
- Give each player a balloon to blow up and a piece of string with which to tie the balloon to his/her ankle.

TO PLAY:

- When the leader says, "Go," the players attempt to stomp as many of the opposing player's balloons as possible, while trying to protect his/her own balloon.
- Those whose balloons have been stomped should step aside to watch and cheer the survivors on their team. Be sure to encourage them that they are an important part of the team spirit!
- The team who has the last player with an unstomped balloon is the winner.

DISCUSSION

Watch to see if there are any children who give up quickly and let their balloon get stomped. Who tries the hardest to stay in the game?

1. **Did you see anyone who watched the others play and cheer even when their balloon got stomped?**
2. **How did you feel when you had to run out into all the other people who were trying to stomp your balloon? Did you feel like giving up? Why?**
3. **Would this game have been fun if no one was willing to run around and try to stomp other people's balloons? Why not? *If everyone was not willing to try then there would be no game!***

DAY THREE: Untying The Knot

MATERIALS: none

OBJECT: To be the first team to have their players untied from their knot.

SET UP:

- Have all the players on one team stand in a circle.

TO PLAY:

- Each player should grab the hand of one of the players directly across from them.

- Then with the other hand, grab another player's hand. The second hand that the children grab **MUST** be a different teammate than the last hand they grabbed.
- Now, have the players untwist, step through, go under, go over and anything else that they can do to untangle themselves except letting go of the person's hand that they are holding.
- The first team to have all of their teammates standing in a complete circle holding hands is the winner.
- HINT: People may be facing out rather than in the circle, but that is okay!

DISCUSSION:

Watch the children to see if anyone gets frustrated and lets go of the other player's hand. Who helps encourage others when they feel like giving up?

1. **Was anyone doubting at the start of this game that this would work? Why?**
2. **What happened when people got frustrated in this game?** *You could not get the knot out.*
3. **What was the one way that a team could win in this game?** *If they persevered and did not give up.*

Sometimes, at the beginning, we can't see how the situation can ever work out, but if we just hang in there, we will be surprised at how it all works together in the end.

DAY FOUR: Free Play

MATERIALS: All the fun play equipment that you have

OBJECT: To give the children free time to do what they want and to see how they respond under pressure with their character.

SET UP:

- Today let the students have fun playing whatever they want to play.

TO PLAY:

- Feel free to play with them, but allow them to guide you and help you know how to carry out the rules that they have set.
- Give them the freedom to choose the games and enforce the rules as they think that they should.
- Don't allow them to look to you to solve all their problems with rules and players obeying them. Try to let them make decisions and find out the consequences of them.

DISCUSSION

Watch to see what children are the first ones to give up playing a game with others. Who are the ones who try to work things out before a staff member is called to the rescue.

- 1. Can someone tell me why we are to persevere? (What we have been studying all week)** *Because it makes us more like Christ*
- 2. Can someone give me an example of something that they did or saw someone do that showed you why it is good to persevere?** *Someone could have been patient with another child who played the game with different rules, because they persevered they had a fun time playing the game instead of it ending right there. Someone could have chosen to cooperate with someone else even when they didn't feel like it, but they got to have a good time because they persevered.*
- 3. Why is it that you think people want to give up so quickly? What could encourage them to persevere?**

HOW DO I PERSEVERE?: WEEK 3

WEEK 3 – BIBLE CLUB

LESSON AIM: To help the child understand that we must be guarded with the full armor of God to be able to persevere.

SCRIPTURE: Ephesians 6: 10-18

MEMORY VERSE: “Let us not become weary of doing good, for at the proper time we will reap a harvest if we do not give up.” Galatians 6:9

The Armor Of God

In the third week of this unit on perseverance, we want to give the children some actual skills in how to persevere. The perfect illustration is found in the sixth chapter of Ephesians when Paul describes the full armor of God.

As the passage begins, we see Paul advising the people to put on the armor of God so that they can stand against the devil. Notice Paul does not say to attack the devil, but to stand the ground that has already taken for Christ. This is exactly what we must do as we persevere. Paul also reminds us that the battle is not physical, although he uses a physical illustration, it is spiritual and we must remember that we are completely inadequate to fight this kind of a battle in our own strength. This battle can only be fought in the spirit.

Paul begins his description of the armor with the **belt of truth**. This is the character, integrity and faithfulness of the soldier. When he has these things in place, he is free to move freely and go about the work he needs to do. In the same way, when the Roman soldier wanted to fight, he gathered up his tunic in his belt to be able to move freely in battle. The **breastplate of righteousness** symbolizes how righteous living or the sanctification process guards your heart from the enemy. Paul then describes the shoes that the soldier of God is wearing. He stands in the **gospel of peace**. This illustrates a believer that is sure-footed in the gospel and therefore has peace. The **shield of faith** is our defensive weapon against the enemy. If we are sure of our faith, when the fiery darts of the enemy come, they will be easily deflected. The **helmet of salvation** is given to the soldier to give him the security of being fully protecting by promising him future deliverance. The **sword of the spirit** is our only offensive weapon. When the enemy comes at us, we have the Word of God to use against him just as Jesus did in the wilderness when Satan came against him.

Paul concludes saying, “and pray in the Spirit on all occasions with all kinds of prayers and requests.” Meaning, get on your knees about everything! This reminds us continually that we are not in charge. What we want the children to see this week is how this armor will help us persevere. God has not left us alone to try to endure with nothing to help us. He has given us excellent tools. We just need to know what they are and how to use them!

Discipleship
Tip

Take some time this week and get one-on-one with the children that you are discipling. Ask them to think of a way that they can use the armor of God at school, at home and even at the center. Give them an example in your life of how you rely on the armor of God. Inspire them to pray through each piece of armor when they wake up each morning!

Hook

MATERIALS: rubber bands, a towel

- When the children come in for Bible Club, have them sit down on the floor.
- Say, “I would appreciate if someone would volunteer to help me demonstrate what we are going to learn in Bible Club. But before you raise your hand, I want to tell you exactly what you have to do.”
- “First, you will come up here and I will pop you with this rubber band on your arm. I won’t do it as hard as I can, but it will sting for a minute. Then, I will give you some protection against the rubber band, this towel (hold up the towel) and I will pop you again and you will tell us what the difference was.”
- Give the children a chance to volunteer.
- Tell them that you can have as many volunteers as they want.
- Be sure to watch who is first to volunteer and who refuses.
- When the child comes up, pop them with the rubber band and then try it again with the towel over their arm.
- If you have had a few volunteers and now they are not responding anymore, tell them *again* that you really need as many people to volunteer for this demonstration as possible.
- After everyone has had a chance to volunteer, ask them these debriefing questions:

DEBRIEF:

1. How did the rubber band feel on your arm? How did it feel with the towel?
2. If you knew that all day at school, someone was going to pop you with this rubber band at school, would you want this towel? Why? *Yes, because it is protection!*
3. When I asked for volunteers to be popped with a rubber band, how did you feel? *Scared, nervous, reluctant*
4. When the others were going up and getting popped and you had not gone yet, how did you feel? Were you determined not to go? Waiting to get the courage?
5. For those of you that did volunteer, why did you do it? *Because the staff needed help, you thought it would be fun, you wanted to take a challenge.*
6. (If anyone didn’t volunteer, ask this question.) What kept you from coming up here? Were you afraid? Did you think that because others were going that you didn’t have to go? Did you feel like it would hurt too much?
7. What do you think God feels like when he asks us to do something that might be challenging, but we are too afraid to do it? *He has to find someone else. He is disappointed in us.*

“You just felt how a rubber band feels on your arm and how much protection a towel can be from that sting. Today we are going to learn about the armor of God and how that can help us to persevere against all the things that the devil wants to do to keep us from doing what it right.”

Bible Story

MATERIALS: something to represent each piece of armor (a hat for the helmet, a vest for the breastplate, a fake sword and so on)

This Bible story is designed for one staff to read and another staff to act out and model the armor. It is written in two columns so that you can see easily what the actor is to be doing as the scripture is being read.

When you see a **bold** face word in the part to be read, it begins a new thing to act out. Each bold faced word has a matching (*) asterisk in the other column.

To be Read

Finally, **be strong** in the Lord and in His mighty power. **Put on** the full armor of God so that you can take your stand against the devil's schemes. For **our struggle** is not against flesh and blood, but against the rulers, against the authorities, against the powers of the dark world and against the spiritual forces of evil in the heavenly realms. Therefore **put on** the full armor of God, so that when the day of evil comes, you may be able to stand your ground, and **after you have** done everything, to stand. Stand firm with the **belt of truth** buckled around your waist, with the **breastplate of righteousness** in place, and with your feet fitted with the readiness that comes from the **gospel of peace**. In addition to all this, take up the **shield of faith**, with which you can extinguish all the flaming arrows of the evil one. Take the **helmet of salvation** and the **sword of the Spirit**, which is the Word of God. And **pray in the spirit** in all occasions with all kinds of prayers and requests. With this in mind, **be alert** and always keep on praying for all the saints.

To be acted out

- * Stand with feet firmly planted with hands on your hips.
- * Take all the "armor" in your hands as if you don't really know what to do with it.
- * Act like you are strangling someone, then act as if the person disappeared from your grip and they are invisible in the air around you.
- * Act determined to put it on, but put it in the wrong places
- * With all the "armor" on in the wrong places, act as if you are now trying to stand firm.
- * Buckle the "belt of truth" around your waist.
- * Put the "breast plate of righteousness" on now.
- * Put on the shoes that represent the gospel of peace.
- * Now, hold up the "shield of faith" the way it should be used and act like you are using it.
- * Put on your "helmet" of salvation
- * Draw the "sword" of the spirit as if to use it!
- * Act like you are praying!
- * Look really ready to go and alert much different than you were at the beginning.

After you are finished with this section, go back and explain each piece as they are described in the following section. Instead of you just explaining each piece, you could cut the following apart before hand. Then, you can call different children up to read each piece. **Remember:** allow them to use their imagination with your fake armor!

Belt of truth

History - The Roman guards wore tunics, or long robes, that hung down loose around their feet. When they were preparing to go into battle, they would pull up the end of their tunic between their legs and hold it up with their belt. This made them free to move around without tripping on their tunic.

Spiritual - The belt of truth represents the soldier's integrity, character and faithfulness. This is what frees up the Christian soldier to do battle for the Lord.

Breastplate of Righteousness

History - The breastplate was the piece of armor that protected your heart and all your important organs that were in the middle of your body.

Spiritual - When we make right choices and live a righteous life, this is how we can guard our hearts and minds against things that can make us weak and not effective for the Christ.

Shoes that are the Gospel of Peace

History - Many people in this time wore sandals where their toes showed. Soldiers on the other hand, wore shoes that covered the foot to protect them from being stepped on and helped them to run faster.

Spiritual - When the Christian soldier knows the gospel, they can use it to guide their steps and they will have peace because they know they will not be led into a wrong place.

Shield of Faith

History - The shield was a large piece of wood about two and a half feet wide and four feet long.* It was covered in leather and just before battle, it was dipped in water. Then, when the fiery darts were shot at the soldiers, their shield would put out the fiery dart and deflect it.

Spiritual - Satan has many fiery darts that he would love to throw at us like making fun of us, all the lies that he tells us and many others. When we are firm in our faith, Satan cannot touch us.

Helmet of Salvation

History - The helmet was something that the soldier only put on when danger was in sight. He did this because the helmet was hot and uncomfortable, but it gave him a safe feeling of protection knowing that his head was covered.

Spiritual - Salvation gives the Christian soldier a feeling a safety, because he knows where he will spend eternity. He knows that he only has to persevere a little while and then he will be rescued up to heaven.

Sword of the Spirit

History - When the enemy was close enough to touch, the soldier used his sword to hurt or kill the enemy. He would do whatever he could to keep the enemy out of the territory that the soldier was guarding.

Spiritual - This is the only weapon used for the offense. The Christian soldier should use the sword of the Word of God like Jesus did when He was being tested. He quoted scripture back to the devil and this is what turned him away.

*Much of the history that was given here was found in the Bible Knowledge Commentary, New Testament, Walvoord and Zuck, p. 643-644.

DISCUSSION QUESTIONS

1. **What are some of the pieces in the armor of God that we learned about today?** *Belt of truth, breastplate of righteousness, shoes that are the gospel of peace, shield of faith, helmet of salvation, sword of the Spirit.*
2. **What are we supposed to do when we have the armor of God on?** *Stand firm and pray*
3. **How do you think it feels to wear real armor?** *Uncomfortable, hot*
4. **How did that towel feel today when you used it to protect you from the rubber band? Did you wish you had it for the first pop of the rubber band too?** *Glad!*
5. **How do you think it feels to wear the armor of God?** *Great because you know you are protected against the devil!*

“Many times we face things that see harder for us to bear. It might be something like your parents getting divorced or some you love dying. The Bible tells us that through all things, we are more than conquerors. Open your Bibles to Romans 8:37 and let’s see what examples it gives us there.”

6. **What are some of the things that it says will not be able to separate us from the love of God?** *death, life, angels, demons, present, future, powers, height, depth or nor anything else!*
7. **Who is in control of all of these things? Is there anything that is out of His control?** *God, No!*
8. **We have to persevere through many hard things. What has God given us to be able to do that?** *His armor and His Spirit to live in us.*
9. **Pick one of the pieces of armor and tell me how you can use it.** *You can use the shield of faith when you hear someone saying that you should steal some thing while no one is watching. Your shield of faith makes it easy to say no!*
10. **We learned today that we have armor that we can put on and we just read how we are more than conquerors. After knowing all this, what are you going to do when you are faced with a hard situation?** *Pray and ask God for His power over all things.*

Pray with your children after these questions and thank God for the things He has given us to protect us and ask Him to remind us to use them when we are in a hard situation!

WEEK 3 - SKITS

CHARACTERS: Reuben and Bobby

SCENE: Reuben and Bobby walking home from school.

BOBBY: Reuben, you know those guys we play basketball with at lunch?

REUBEN: Yeah, what about them?

BOBBY: Do you hear them when they call you a church boy and all that other stuff they say?

REUBEN: I hear 'em. Why, did they call you that or something?

BOBBY: Well, one of them was making fun of me because he says I hang out with you too much and I was turning into a “little Reuben.”

REUBEN: *(laughs)* What did you do?

BOBBY: I felt like bankin' 'em in the jaw, but I know that when they call you those names you don't do anything except walk away if they start to get to you. But that was really hard to do, I have been thinking about what they said all day!

REUBEN: You are right, it is hard to walk away and not let them get to you. What I do is think about what they say to me is like a dart that the enemy throws at me. So I hold up my shield of faith.

BOBBY: Your shield of faith? Oh yeah, isn't that what we talked about in Bible Club?

REUBEN: Right, what that means is I realize that God is proud of me because I am doing what He asks me to do and not what those boys ask me to do. Plus, I remember that my game is better than theirs and that is probably why they are making fun of me!

(both boys give each other a high five and laugh)

Week 3 – How Do I Persevere?

BOBBY: I see what you are saying. I think I will try that next time.

REUBEN: Remember, it is not easy and it might take some practice, but when you don't get mad it allows God to get them back for you! That is the part I like the best!

BOBBY: What do you mean, God will get them back?

REUBEN: Well, when we let God be the one to defend us instead of us defending ourselves, he can allow many things to happen to them like they might get caught doing something wrong or maybe God will allow a teacher to be standing there and see the whole thing. When that teacher sees me walking away, they will do something to those other boys and they won't get me in trouble!

BOBBY: So, it's kind of like God has your back.

REUBEN: You got it! So you want to shoot some hoops, "little Reuben?" (*takes off running*)

BOBBY: (*chasing after him*) Hey, God's got my back, remember. I wouldn't be saying that if I were you!

DISCUSSION

1. **Why was Bobby mad?** *Some boys at school were making fun of him.*
2. **What did Reuben tell him to do?** *Hold up his shield of faith.*
3. **What did he mean by that?** *He meant that instead of believing what other people say about you to believe what God says about you that is how you stand on what you believe.*
4. **What is a way that you can use your shield of faith?**

WEEK 3 - MEMORY VERSE

MEMORY VERSE: “Let us not become weary of doing good, for at the proper time we will reap a harvest if we do not give up.” Galatians 6:9

EXPLANATION OF THE VERSE:

This verse acknowledges the fact that sometimes our work for the Lord is hard. The encouragement comes when Paul promises that when we work for the Lord there will be a harvest. We may not always see the harvest with our eyes or it may not come in our life time, but we have a promise that our work is worth enduring for however long it may take!

Three Strikes Your Out

MATERIALS: Two sets of each word of the memory verse written on separate 3x5 cards, (6) 3x5 cards with a big red “x” on them, two paper bags, and large piece of butcher paper or board to write blank spaces on.

OBJECT: To be the first team to complete the verse without getting three strikes.

SET UP:

- Make two copies of the memory verse cards that are included with the curriculum and print them out before time to play the memory verse game.
- Also cut out the six cards with the large “X” on them. If you want, go over the “X” with a large red marker.
- Put each set of the verses in a paper bag or any container that the children can’t see into and put three Xs in each bag. These are the strikes.
- On the board, or a poster board, draw blank spaces for each word of the memory verse.
- Divide the students into two teams.
- Write the spaces for the verse in two places so that each team is completing a memory verse on their own.

TO PLAY:

- Explain the following rules to your children:
- Each child will come up one by one and draw from the bag.
- If they draw a word, they try to guess what space the word fits into on the board.
- If they draw a strike, they lose their turn.
- Each team is trying to complete their verse by drawing the words and placing them in the right places.

Week 3 – How Do I Persevere?

- If the team draws all three strikes before all the words are given, they can have a chance to say the memory verse right then. They must turn their back to the board and try and say it.
- If they can't, the other team can try to say it.
- The winning team is the one who can say the verse accurately or who has drawn all the cards.

Note to the teacher: If you write the word in the appropriate blank space on the board, don't put it back in the bag.

Example of how the board should look before you start:

_____ , _____

Two sets of 3 X 5 cards

Let	us	not	become	weary
of	doing	good,	for	at
the	proper	time	we	will
reap	a	harvest	if	we
do	not	give	up	Galatians 6:9
X	X	X		

WEEK 3 - PRACTICAL LIVING

Motivation on The Tough Days

MATERIALS: Large board to write the children's responses on and a writing utensil for it, markers, scissors, magazines, Bibles, pencils and glue

OBJECT: This Practical Living is designed to help the children realize when they are getting discouraged and how to get back on track. Many times when we get frustrated or discouraged we cannot be effective for God. Learning what gives you motivation and encouragement is a life skill we all must be good at doing!

BEFORE PRACTICAL LIVING:

- Make a couple of examples of things that would motivate you so that you can show them to the children. (You will find out what that means after reading the rest of this Practical Living.)
- Make some copies of the page of curriculum that has the verses that the children can use on their motivational things that they are making today. If you want, you can also come up with some verses on your own to add to it.

DURING PRACTICAL LIVING:

- When your children come into Practical Living, have them sit in a place with tables and chairs since they will be working with their hands today.
- Ask the children, "Let's say it is seven o'clock on a school morning. You have to leave for school at 7:30 and you don't feel like getting up. What do you do? Is there anything that you can think of that will help you want to get up? What? *Maybe it is your mom getting mad at you, maybe you remembered the field trip you are going on at school, maybe you remember that you need to go to school because the staff at the center are proud of you when you do.*
- What we are going to talk about today is thinking of when you have the hardest time persevering and what are some things that could motivate you when you are in that situation.
- Let's begin by you guys telling me some times when you feel like giving up and where you are at the time.
- These places could be at school, at home, when you are alone or when you have to go somewhere alone.

Week 3 – How Do I Persevere?

- What we want to do is to make some things today that you can put in the places that you feel discouraged so that you can look at that and be encouraged.
- Here's an example. Let's say I hate math and every time I start doing math at school I feel dumb and so I want to give up! What can I do? I can find a verse in the Bible that tells me about God giving wisdom to whoever asks for it (James 1:5) or a verse about standing firm and not giving up (I Cor. 16:13) and I could put on the cover of my math book, so that when ever I pull out that math book, I can think about how that motivates me and want to try harder! Or maybe I am motivated because I want to get an A on my report card in math so I can draw a picture of a report card with my name on it and with an A in math. I could also think about the fact that I have to do well in math to be able to graduate someday, so I cut out a picture of someone graduating from high school from a magazine and put it on the cover of my math book to motivate me on the bad days.
- Now, you tell me what are some of the things that could motivate you in the times when you feel discouraged?
- After the children have given you some ideas and you feel like they know what they are looking for, tell them, "Now, we have paper, markers, magazines, Bibles and whatever else you need to make some reminders of what motivate you."
- Make as many different things as you can. Be sure that you have an idea of when you feel discourages and where you are going to put it.
- On the next page there are some verses that you should make some copies of and put on each table so that the children can use them if they want.
- Also be sure to have Bibles there so that they can look up some verses on their own if they would like to!
- Some of the things you might want to carry in your pocket, so that anytime you feel alone you can pull it out and look at it.
- We have a few verses that we are going to put on the table so that you can look at those and use some of those if you want to do so.
- As the children are working on this, the staff and volunteers should be walking around to ask the children what are the times when they feel discouraged. You might want to comment on the things that motivate them. It might surprise you what motivates them to do something.
- Be sure that you have them focus on things that are not really material, but internal. For example if you saw a child cutting out a picture of a nice car to put on their book at school. They say that the car motivates them because if they get out of school and get a good job, they will have the money to buy a car like that. Help them think through what they are really wanting and how they can get that in another way than having a car.
- This is a great chance to listen to the struggles of your children. This will tell you some of their troubled areas. Do not take this lightly!

Verses to Motivate You!

“Let us not become weary of doing good, for at the proper time we will reap a harvest if we do not give up.”
Galatians 6:9

“Therefore, my dead brothers, stand firm. Let nothing move you. Always give yourself fully to the work of the Lord, because you know that your labor in the Lord is not in vain.”
1 Corinthians 15:58

“Be on your guard; stand firm in the faith; be men of courage; be strong.”
1 Corinthians 16:13

“Therefore put on the full armor of God, so that when the day of evil comes, you may be able to stand your ground, and after you have done everything, to stand.”
Ephesians 6:13

“If God is for us, who can be against us?”
Romans 8:31

“Do not be overcome by evil, but overcome evil with good.”
Romans 12:21

“No eye has seen, no ear has heard, no mind has conceived what God has prepared for those who love him.”
1 Corinthians 2:9

“Such confidence as this is our through Christ before God. Not that we are competent in ourselves, that we are to claim anything for ourselves, but our competence comes from God.”
2 Corinthians 3:4-5

“Therefore, if anyone is in Christ, he is a new creation; the old has gone, the new has come!”
2 Corinthians 5:17

“For we are God’s workmanship, created in Christ Jesus to do good works, which God prepared in advance for us to do.”
Ephesians 2:10

Week 3 – How Do I Persevere?

“Do everything without complaining or arguing, so that you may become blameless and pure, children of God without fault in a crooked and depraved generation, in which you shine like stars in the universe as you hold out the word of life...”

Philippians 2:14-16

“I press on toward the goal to win the prize for which God has called me heavenward in Christ Jesus”

Philippians 3:14

WEEK 3 - READ-ALOUD

“Carry On!”

By Robert Service

The Book of Virtues, page 541-542

SUMMARY: This is a poem that tells of how it is easy to fight when things are good, but hard to fight when you are losing. It gives lots of example of when you feel like giving up and uses a jumpy little rhyme to tell about them. It ends giving lots of things to motivate you not to give up. What we want the children to see from this little poem is that perseverance is not easy but it must be done!

Teaching Tip: Take your time reading this poem. There may be words or phrases that they don't understand. Stop often to ask what something means or if they understand what the poem is talking about it. Take time to read the whole thing through again if you have to so that they can get the rhythm of the rhyme.

PRE READING QUESTIONS

1. **When do you think it is easiest to do something hard?** *When people are cheering for you, when you have some thing that you can win, when there is something very important that you could loose.*
2. **When do you think it is the hardest to keep going on a hard task?** *When no one is watching, when there is no one there to encourage you*
3. **If someone repeats something over and over again, what does that tell you?** *They think it is pretty important.*

“I am about to read you a poem and the title of the poem is the phrase that it says over and over. After I read it I want someone to guess what the name of the poem is.

If you hear a word you don't understand, raise your hand and we will help you understand it because if you don't know what it means that probably means someone else doesn't know either! So please ask!

POST READING QUESTIONS

1. **What is the name of the poem?** *Carry On!*
2. **At the end of the poem, it gave us some things to keep ourselves motivated when we felt like giving up. What were they?** *Believe in your mission, there is a big work to do, that is why we are here, the world might be a better place because we are in it*
3. **When you feel like giving up, what keeps you going?**
4. **What did we talk about in Bible Club this week that could help us “Carry On”?** *Putting on the full armor of God.*

WEEK 3 - CRAFTS

✂ The Armor of God with Play Dough

MATERIALS: salt, flour, water, stiff paper like poster board, markers and newspaper or newsprint, copies of the “Armor List”

BEFORE CRAFT TIME:

- Mix together this recipe for play dough. It will not last long so use it immediately after you mix it.
- You will need about 1 recipe for every 4 children.
- For the older children, you might want to let them mix their own as something extra for them to do since the recipe is so easy.
- If you make the dough all white, then next week when they paint their papier mache bowls, they can paint these as well, since they too will be dry.
- Cover tables with newsprint or newspaper today because this will be messy.
- Copy two or three copies of “Armor List” for each table of children so that everyone can look at it.
- Cut a piece of 8 1/2” x 11” poster board for each child (the size of a piece of paper.)

Recipe for Play Dough

1 cup flour

1/2 cup salt

1/2 cup water

Mix all ingredients together and stir well. After it is stirred together, knead it with your hands. It may be a little stick, but that is okay. If it is too pasty, add more salt.

DURING CRAFT TIME:

- Pass out the piece of paper that has each of the pieces of armor on it to each table.
- Tell the children that we are going to be making the armor of God out of play dough today. It will be about the size that a small doll could use it.
- Tell them, “We are going to let these dry over the next week and then when you paint your papier mache bowls, you can paint these too if you like.
- Give them each a piece of poster board cut to the size of a regular sheet of paper.
- After the children finish each piece of armor, they can attach it to the poster board by carefully smashing down the edges or they can just set it there to dry.
- Then, be sure and label what each piece is by writing its name beside it on the board.

Week 3 – How Do I Persevere?

- **Hint:** The pieces may detach themselves when they dry anyway, so if the child is having trouble getting the play dough to stick to the poster board, tell them not to worry about until after it is dry. Then, you can attach it with some double sided tape or whatever you want.
- If the pieces seem like they are not drying well, you can bake them at 300 for about 30 minutes. This will remove any moisture and make them very easy to paint. You shouldn't have to do this, but you can if you want.
- After the child is done making each piece, make sure they wash their hands and clean up the area where they were working.

GUIDED CONVERSATION:

Make sure that all staff and volunteers know what each piece of armor represents before helping out with this craft. *If you need help, look at page 58 in the Bible Club this week for a description of all of the pieces.*

1. **Can you tell me what each of these pieces is and why we need them?**
2. **Why is the armor of God important to learn about?** *We need to know how to defend ourselves against the devil and his schemes.*
3. **How can you use the shield of faith at school?**
4. **How can you use the shoes that are the gospel of peace at home?**

Armor of God List

Belt of Truth

Breastplate of Righteousness

Shoes that are the gospel of peace

Shield of Faith

Helmet of Salvation

Sword of the Spirit

WEEK 3 - RECREATION

DAY ONE: Animal Call

MATERIALS: 2 1lb bags of beans

OBJECT: To be the team who gathers the most beans

SET UP:

- Lay beans out around the room
- Put the children into small groups of 5 or 6
- Give each group the name of an animal they are to imitate (cat-meow; dog-arf, arf; lamb-baaa; bird - tweet, tweet; cow - moo; etc.)
- Each group selects a leader.

TO PLAY:

- 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 the place where their teammates are standing 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.

DISCUSSION

Watch to see how long a child will wait until his leader will notice him. Do they do anything to try to get their attention because they are ready to give up?

1. **What was the best part about this game?**
2. **Did you ever feel like giving up when you had to wait for the leader to come to you? What did you do?**
3. **Was it easier to win when as a team all the members were trying their hardest to hang in there and make sure their leader could get to them or was it the team who got frustrated and gave up quickly?**
4. **What is some thing good to remember when you are trying to hang in there?**

DAY TWO: Link Up Tag

Materials: none

OBJECT: To not get tagged by the player who is chasing you.

SET UP:

- Have the players find a partner.
- Partners should link arms (hook their arms together at the elbows).
- They should stand scattered around the room as if to form a maze to run through.
- Choose two players. One to be “it” and the other to be chased.

TO PLAY:

- The player who is “it” chases the other player until the player being chased “links up” with one of the pairs of students that are standing around the room.
- When the player being chased links up with someone, their partner is now the person being chased.
- **Example:** Timothy is “it” and is chasing Jamaal. Jamaal hooks Pablo’s arm and is now his partner and Larry, Pablo’s previous partner, must run quickly because he is now being chased by Timothy.
- This game is a little confusing at the beginning, but is fun once you get the hang of it.
- Play until your time is up.

DISCUSSION

Watch to see which players are encouraging others players or which ones give up quickly and try to ruin the game for others.

1. **What was the best part of this game in your opinion?**
2. **The best part wasn’t watching, so what is one way you could make watching the other players run be more fun?** *By cheering for them. Cheering is a way that you can show you are persevering!*
3. **How many people only got one chance to run? How did that feel?**

DAY THREE: Memory Relay

MATERIALS: Masking tape or rope to mark off half way point and goal

OBJECT: To be the first team to have every member complete all it's tasks.

SET UP:

- Lay out the ropes or masking tape to show the boundaries of the playing area.
- Players are orally given a set of instructions they are to do.
- Example instructions: Hop half-way, crawl second-half; coming back run backwards half-way, crab walk last half. (This will help those who learn differently that those who can take oral directions.)
- Counselors should demonstrate.

TO PLAY:

- First player hops then crawls to a designated spot. Coming home he runs backwards and then does the crab walk.
- The first player should then tag the second player on his team who repeats what player #1 did.
- Some children may have difficulty remembering due to learning disability so be prepared to help their memory. We don't want any child to feel "stupid."
- The winner is the first team to have all it's players complete the four tasks.

Teaching Tip: You might want to do this at different degrees of difficulty. The first relay could be simple and then you could work up to be harder and harder. This is very good for their short term memory development and their oral listening skills.

DISCUSSION

Which children are willing to hang in there and try, no matter how hard they think it is to remember the steps of the game or who gave up easily?

1. **When you couldn't remember what was next in this game, how did you feel?**
2. **What did you do when you couldn't remember? Was it easy to give up?**
3. **What motivated you in this game to try your best to remember?** *The other people on the team that were cheering you on to the end.*
4. **If someone needs something to help them hang in there when they feel like giving up, what could you remember to do that you learned from this game?** *People need to be encouraged and cheered on to the end!*

DAY FOUR: Free Play

MATERIALS: all the fun play equipment that you have

OBJECT: To let the child have a chance to use free play to develop the things that they have learned during organized instruction time.

SET UP:

- This is a time to let the students make up their own rules to games and enforce them. Feel free to play with them, but do not take control of organizing the game.
- Let them do this and follow their rules.

TO PLAY:

- Ask the students to try to participate with their friends in the best way possible. Remind them that the rules of the center should still be abided by during this time.
- Have fun!

DISCUSSION

Watch for children who are persevering with the other children during this time and reward some of them by giving out S.A.Y. Yes!® dollars.

1. **This month as we have learned about perseverance. What kinds of things have you learned that you can use during recreation time?**
2. **Were there any of those things that you did today?**
3. **How can you show perseverance even when the staff might not be looking at you?**

AN EXAMPLE OF PERSEVERANCE: WEEK 4

WEEK 4 – BIBLE CLUB

- LESSON AIM:** To help the child understand that when one endures, he will experience the power of God.
- SCRIPTURE:** Nehemiah 4-5:1-13; 6:15
- MEMORY VERSE:** “Let us not become weary of doing good, for at the proper time we will reap a harvest if we do not give up.” Galatians 6:9

Nehemiah Endures Opposition and Rebuilds the Wall

In this last week on perseverance, we are going to look at one of the many examples of perseverance in the Bible, Nehemiah. Nehemiah was not a priest or a prophet, just an ordinary man who served God.

In chapter four of Nehemiah, we see the way that Sanballat and Tobiah, the officials from the neighboring city of Samaria, were out to hinder the work of rebuilding the wall in any way they could. They began with hurling insults at them. Nehemiah sets a godly example for us in that his first response to this opposition was to pray. He prayed that God would avenge his enemies for him. But Nehemiah did not stop there; he prayed and began working hard to continue accomplishing the goal that he knew God had given him. He did not wait for something to happen. He believed his prayers were answered and continued forward.

The problems for Nehemiah did not stop there. Next, he faced the difficult struggle of trouble from within his own people. He found out that the nobles and officials in his own city were exploiting the poor. They were selling fellow Jews into slavery and exploiting them for money. Nehemiah was very angry, but he waited until he cooled down and then confronted the nobles. He made them take an oath that they would not do this again.

The last opposition Nehemiah received before the wall was finished came again from the neighboring city of Samaria. They plotted to harm him and then they tried to make up lies against him. Through all of these things, God gave Nehemiah the strength to be able to endure and the wisdom to be able to know how to deal with each problem.

What we want the children to see from Nehemiah’s example is that in any situation, if you turn to God, He can give you the strength to endure and a way to complete the task that He has given you.

Discipleship
Tip

This week take some time to get one-on-one with the children you are discipling. Ask them how they have relied on God to endure through situations this month. Share with them some things that you might have seen them do to endure recently. Encourage them to continue to trust God for ways to make it through the situation like Nehemiah did.

Hook

MATERIALS: long rope, garden hose or two sheets twisted together to use for tug-of-war

OBJECT: The point of this hook is that when we have to endure under very difficult circumstances that we learn to rely on God to help us. (through prayer or asking others to help.)

- When the children come into Bible Club, tell them that today they are going to play a game of tug of war.
- Have all of the biggest or oldest children you have stand up. Have all of them play on one team.
- Talk to the older children before hand to let them know what you are planning. Tell them not to be too hard on the younger children. You can encourage them to act like they are trying hard, but to not really pull as hard as they could.
- Then, divide all the rest of the children into two groups.
- These are the two teams that will challenge the older children.
- Remind them of the rules of tug of war.
- Tie a red flag or piece of cloth in the middle of the rope.
- Have two lines marked with tape on the floor about 10 feet apart. Each mark should be 5 feet from the center point of the rope.
- When one team gets the middle marker over the line closest to them, they win. If the flag moves over the line furthest from them they lose.
- When the children go up to take their places, if they begin to complain that the task is too hard, the staff should respond by saying, **“You will just have to find some way to persevere. We wouldn’t give you a task if we didn’t think there was some way for you to get it done. You need to give it a try.”**
- Give the first group of smaller children a chance to try to win. If after a few minutes they have not asked the staff for help or acted like they were praying, then signal the older children to go ahead and win.
- When the first group sits down, ask them, **“Why didn’t you guys win?”**
- If they say they were bigger or it was too hard, ask them if there was anything else they could have used to help them.
- Do not allow anyone to answer the question, just let them think.
- Tell the second team to see if they can figure out what the second team didn’t do.
- Have the second team go up and try to win against the older children.
- Just like the first group, if they ask the staff for help or pray and ask God for help, the staff should join the younger team and help them win against the older team.

Week 4 – An Example of Perseverance

- If the second team also loses, you might want to give both teams the chance after the Bible story to try it again using what they know now to use. (Prayer) This can also be done during recreation time if the Bible Club has gone too long.
- After both teams have gotten a chance to win against the older children, ask them these debrief questions:
- Choose the set of questions to ask according to the results of your games.

If neither team thought to pray or ask the staff to help, ask these questions:

1. **For all the younger children, how did it feel when you knew all the children on the other side of the rope were bigger than you?**
2. **Did you feel like giving up and not even trying to win? Why or Why not?**
3. **Why do you think we didn't make it more even teams?** *Because if it were even, you would use your own strength. When it was too hard, you knew you could not do it by yourself and had to rely on God.*
4. **Does anyone know anything now that they could have done to win?** *Asked the staff to help us (prayed)*

If the second team won the game but the first team lost, ask these questions:

1. **For everyone who played on the first team, how did you feel when you were having to go against the older children? Did you think the game was unfair?**
2. **Why do you think we didn't make it more even teams?** *Because if it were even, you would use your own strength. When it was too hard, you knew you could not do it by yourself and had to rely on God.*
3. **For the younger team that did win, how did it feel when you had the staff come on your side?**
4. **Older children, how did you feel when the staff began to help out the younger children?**
5. **Younger children who won, after winning that time, did you want to play again? Why?** *Because you knew the secret to help you win!*

Today we are going to hear from someone who had to endure under many difficult situations. The best part was that he knew the power that God gives us when we rely on Him! Listen to how Nehemiah relied on God to help him persevere.

Bible Story

MATERIALS: costume for Nehemiah (a robe or sheet tied with a belt)

This Bible story is to be told by one actor who is to pretend like they are Nehemiah. This script is something to go by, but not to be read to the children.

- Read the script over several times before and then tell the story from what you remember.
- Also, it would be a good idea to read the passage from the Bible before hand too so that you know the important facts not to leave out!

Script

Hello, boys and girls. I have traveled a long way to talk to you today. I hear you have been talking about perseverance this month. Well, God really had me endure many things, but I learned so much about God by doing.

I guess I should tell you my story from the beginning. You see, the Jews were in captivity for 70 years in Babylon until finally one of the kings said that they could go back and rebuild the temple that Solomon had built many years ago. They went back to Jerusalem and after a while, they finally got the temple built back to the way it had been. Then there was a new problem. You see, in my day, all of the cities were protected by a large thick wall around it. Jerusalem had this beautiful temple built, but the wall was still all broken down, just how it had been left for many years. One day, I heard about how my people, the Jews, were trying to live in this city with the temple of the Lord but the wall was in ruins and they were very worried about their safety. I prayed about it and I felt like God wanted me to go back and help them rebuild the wall.

I had no idea what kind of job that would be! Well, I got there and I checked out the whole situation and took a look at the wall. Then, I told the people of the city what I had come to do. They were very happy and willing to cooperate, so I gave them each a job on different parts of the wall. I had just got everyone working, when the trouble began. There was a town to the north of us called Samaria. They wanted to be the strongest city in the area. They knew that if Jerusalem rebuilt their wall, they would have a very strong city! So, the first thing they did was started making fun of what we were doing. They said things like, “Do they think they are going to rebuild that wall in one day.” They said this as if to say we didn’t know what a big job we were taking on. One of the officials in Samaria said, “If a fox climbed on that wall, it would break it down.” Can you imagine a grown man saying something like that?

Week 4 – An Example of Perseverance

Well, the first thing I did was get on my knees and pray. I knew that there was nothing that I could do to get these men back, so I asked God to get them back for me. I turned my problem with them over to God and went back to work on what God wanted me to do which was to rebuild the wall!

Now a few days had passed and the wall was going well. In fact, we had the wall about half way finished. When the people in Samaria heard about how well the building was going, they started planning to find another way to get the Jews to stop building the wall. This time, they went to the people on the wall and said, “Did you realize how tired everyone is getting and there is still so much left to do.” They also told some of the people who were working on the wall that there were people who were going to attack and kill them as soon as they turned their back! Can you imagine how scared the people got? So, they came to me telling me things that they had heard because they didn’t know what to do.

This was my second chance to either give up because it was getting to hard or trust God to protect us, so I decided to hang in there. I gathered the people together and gave them some weapons to fight back the people that were supposedly going to attack us. Then, I simply reminded them God was on our side and that His power was much greater than the strength of the people that were threatening to attack us. They knew that I was right, so they went back to work. This time though, they worked in pairs, one would be working on the wall and the other would be holding the sword, watching for anyone who might be trying to attack.

When the enemy heard that we knew their plan and that we were trusting God to help us through they were frustrated. So, we all went back to work. The men who were rebuilding the wall were so committed to it, they began taking turns guarding the wall all night. Many of us stayed up all night and if we did sleep, we slept in our clothes so that we could be ready if anyone tried to attack us.

We thought things were going pretty well now until we hit the next problem. Pretty soon, I had some of the people of the city coming to me saying that some of the nobles were demanding their money that they had loaned to the poorer residents of the city. When the poorer residents couldn’t pay them, they were taking their land and selling their children into slavery! I couldn’t believe it when I heard it! We had a hard enough time with other countries trying to sell Jews as slaves, but now Jews were selling other Jews as slaves!

Week 4 – An Example of Perseverance

The first thing I did was go to the noble men that had been doing this and confronted them with what I had heard. When I told them what I heard, they had nothing to say because they knew that they were guilty. I commanded them to give back the land that they had taken and told them that we cannot sell each other into slavery! For anyone who need a loan that did not have money or grain to plant his fields, my brothers and I loaned them what they needed. The nobles told me that they would not do it anymore, but I made them take an oath in front of all the people promising to them that they would not treat their fellow Jews like this anymore!

So, you see I had to deal with problems from other cities nearby and even from with in my own city. There were more problems that came up before we finally got the wall finished including an attempt to kill me! But through all of these things, I looked to God for Him to give me all of the strength and wisdom that I needed to hang in there and persevere. Finally, after 52 days of long hard work, the wall was rebuilt. When we got it finished, all of the people in the nearby cities saw it and knew that it was God who had helped us get it rebuild because the task was so hard.

So I want to encourage you, whenever you are faced with a hard situation, pray first and ask God for the strength to hang in there and the wisdom to know what to do. Don't give up!! When you face the difficult problem with God you have a chance to see Him solve the problem for you! Well, I better go. I have a long way to go home. Remember, whatever you do, don't give up!!

DISCUSSION QUESTIONS

- 1. What was the first thing that Nehemiah had to endure when he got to Jerusalem to help rebuild the wall?** *The people from Samaria were making fun of the Jews for trying to rebuild the wall and saying the wall wasn't built very well.*
- 2. What was Nehemiah's response to this problem?** *He prayed and asked God to take care of his enemies.*
- 3. What was the problem that happening among the Jews within the city?** *The nobles were taking the land from the poor people and selling their children into slavery when they were not able to pay them back.*
- 4. How do you think Nehemiah felt when the people from Samaria said that they were going to come and try to attack them? What did he do?** *Scared! He reminded the people that God was on their side and that He would be the one to help them win.*
- 5. How do you think the people felt when Nehemiah reminded them that God was in control?** *They were relieved and glad that God had given them such a good leader!*

The Bible gives us many verses that remind us that we need to persevere. Let's read 1 Corinthians 15:58 and 16:13. Can someone read those for us?

- 6. When you read 1 Corinthians 15:58, how does it make you feel about persevering for God?** *Encouraged because we know that it is not a waste of time!*
- 7. Why do you think it says give yourself fully?** *Because it will take your full effort to be able to persevere and there is nothing more important that you can do.*
- 8. When you read the next verse (16:31), how does it make you feel? Do you want to try harder?**
- 9. What do you think it means to stand firm?** *To stick to what you believe in and not to let what people say or do effect you.*
- 10. What is something this week that you have had to stand firm in? Was there was something that you wished you would have stood firm in but didn't?** *Someone asked you to let them copy and you said no. Your mom told you not to go some where but you went anyway.*

Standing firm is one of the hardest things to do, but it is one of the most effective ways to show people what being a Christian is all about. Satan knows that if we stand firm in what we believe, we will see the power of God because we are pleasing God!

Pray now with your children that God will give them the courage to stand firm in the things that they believe in just like Nehemiah did

WEEK 4 - SKIT

CHARACTERS: Maria and LaTasha

SCENE: Maria and LaTasha are walking home from school and they see one of their neighbors.

MARIA: *(pointing)* Hey, LaTasha, do you see that lady pulling into her driveway right there.

LATASHA: Yeah, isn't that Mrs. Jackson?

MARIA: Yeah, do you know what she does every day?

LATASHA: She probably works or something, right?

MARIA: Well, since she's 75 she doesn't have to work anymore, so what she does is goes everyday to the nursing home where her husband stays and takes care of him.

LATASHA: She does that every day?

MARIA: Yeah, my mom has gone with her a few times. My mom also said that he has been in there for 5 years and about a year ago he had a really bad stroke which made him not able to talk at all.

LATASHA: So, if he can't talk to her, what does she do over there all day?

MARIA: Well, she makes sure he is comfortable and has everything he needs.

LATASHA: I think that is an example of perseverance for ya'!

MARIA: You are right! We should tell one of the staff at the center that we found an example of perseverance!

LATASHA: Cool, let's go!

The girls run off as if to go to the center.

DISCUSSION:

1. **Who was it that the girls were going to tell was an example of perseverance?**
Mrs. Jackson
2. **What did she do to make her so persevering?** *She went to visit her husband everyday in the nursing home for five years.*
3. **What do you think kept her going everyday?** *Her love for her husband.*
4. **Do you know anyone in your neighborhood who is an example of perseverance?**

WEEK 4 - MEMORY VERSE

MEMORY VERSE: “Let us not become weary of doing good, for at the proper time we will reap a harvest if we do not give up.” Galatians 6:9

EXPLANATION OF THE VERSE:

This verse acknowledges the fact that sometimes our work for the Lord is hard. The encouragement comes when Paul promises that when we work for the Lord there will be a harvest. We may not always see the harvest with our eyes or it may not come in our life time, but we have a promise that our work is worth enduring for however long it may take!

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. (references may be duplicated)

OBJECT: To get the Ping-Pong balls into the cups.

- Line up the 9 cups in rows next to each other -3 down and 3 across.
- Put the kids into teams.
- 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.
- It must be said perfectly when it is said to the leader.
- If the verse is quoted accurately without the help of teammates, that team member is given 3 Ping-Pong balls to try and throw into the cups.
- She can also have her team work with her on it.
- If she has to use her team to help, she only earns two balls.
- 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.
- 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



A Real Life Example of Perseverance

MATERIALS: a guest speaker or a book about someone who persevered

OBJECT: We want the children to get a chance to see perseverance applied in someone's life. If they see an example of it applied, then maybe they can see how they can apply it in their own life, making this very practical for learning how we are to live!

- This week, find someone in your church or community who you know has had to go through something very difficult.
- This could be someone who has survived cancer, someone who has been in a serious accident and had to overcome or even someone who has had to endure through financial hardships.
- Have this person share some of their feeling about the situation while they were in it and what they did to cope with their feelings.
- Have the person share what encouraged them during that time, so that if we know someone else who is going through a similar situation we might know a way to encourage them.
- Have this person share what some of the hardest parts were about the problem they had to endure. Maybe they couldn't do something that they loved. Did they do something to try to overcome it?
- Have the person share what some of their greatest victories were. Did they become closer with the Lord? How was God there for them in the hard times?
- Allow the children to ask questions of the speaker.
- If the children don't have questions, have a few that you might like to ask that may get the children thinking about what they would like to ask.

If you are not able to find a guest speaker, read the children a book about someone who persevered.

- In your local library, you can find many books on people who never gave up.
- Here are some people who you can look up:
 - Joni Erickson Tada -paralyzed by a diving accident in her teens
 - Jesse Owens -overcame crippling childhood disease
 - Abraham Lincoln - lost many elections before he ever was elected president
 - Jackie Robinson (in the Book of Virtues) who overcame racism to play in the major leagues

Week 4 – An Example of Perseverance

This is just a start! There are many more! Find someone that you think would really interest your children. The ones that seem especially interesting are people who had childhood problems that they had to overcome!

Remember! *The children need to see people who have made it through a tough situation. It seems like when we hear what someone else is going through, it doesn't make our situation look so bad.*

WEEK 4 - READ-ALOUD

“I Have a Dream”

Reverend Martin Luther King, Jr. *The Book of Virtues*, page 572-576

SUMMARY: This is the famous speech that Dr. King, Jr. gave at the March on Washington in 1963. We are only going to read a section of the speech, but in this section you will read many things that the African American’s in our country have had to endure over the past 200 years. African Americans are an example of perseverance to all races and all nations. In this speech, Dr., King makes that very clear! What we want the children to see is all the things people of days long ago endured for so that we might have the freedom we have now, but that isn’t enough. We must continue to fight for the equality of all people. This is something worth persevering to receive!

Teaching Tip: Since this speech is a little long, you *can begin with the third complete paragraph on page 574 and read to the end.* If you want to read the whole thing, you can, but be sure you are monitoring the children to see if they are still with you!

PRE READING QUESTIONS

1. **Can someone tell me who Dr. Martin Luther King, Jr. is?** *He was a minister in Alabama who was a leader in the civil rights movement.*
2. **How do you think he was an example of perseverance?** *He stood up for what we right even if he got thrown in jail and eventually it cost him his life.*

Today we are going to read a part of Dr. King, Jr.’s famous speech. Can someone tell me what the name of it is? (“I Have a Dream”) Listen for the ways that he or other African Americans persevered.

POST READING QUESTIONS

1. **What were some of the things that African Americans had to persevere through according to the speech that we just read?** *police brutality, not being able to stay in hotels along the highway, not being able to live in a nice area, not being able to vote, being thrown in jail and many, many others.*
2. **Why do you think African Americans fought so hard and didn’t give up back when there didn’t seem like much hope for better?** *Because they had a hope that they could and deserved a better life.*

Week 4 – An Example of Perseverance

3. When you think about discrimination, how do you feel? Are you going to do something about it or are you just going to give up and not try?
4. If Martin Luther King, Jr. were here today, what do you think he would want you to do? Do you think he would think that things have improved since he died? Why?
5. How can you make your life count like Dr. King's did?

WEEK 4 - CRAFTS

✂ The Third Week Of The Papier Mache Bowl

MATERIALS: scissors, paint, paint brushes, plastic lids and newspaper

BEFORE CRAFT TIME:

- Make sure the tables are well covered with newspaper for today's painting project.
- Find each child's bowl and piece of armor and put them together so that they are easy to find when the children come into class.
- Remove each balloon from inside the papier mache shell. This should leave an hard shell. Don't forget to empty the scraps of balloon from inside the shell.
- Have at least three colors of paint for the children to use today. Red, blue and yellow are the primary colors. If you have those, you can mix them to make all the other colors.
- Here are some examples:
 - Red + Yellow = Orange
 - Red + Blue = Purple
 - Blue + Yellow = Green
 - Red + Blue + Yellow = Brown or black
- Plastic container lids make great palettes for mixing paint! Have some of those out so that the children can try mixing the colors to form a new one.
- Tips on mixing paint are in the next section.

DURING CRAFT TIME:

- Give each of the children back their papier mache and their pieces of armor.
- Taking turns with the scissors, have the children cut their papier mache shell into a bowl. They can cut the top with a jagged edge or straight. It can be very deep or very shallow. Encourage them to be creative!
- After they have trimmed their shell into the bowl that they want, let them begin to paint.
- They may design their bowl in whatever way they choose.
- They can also paint the pieces of armor that they made last week.
- Have at least three colors of paint for the children to use today. Red, blue and yellow are the primary colors. If you have those, you can mix them to make all the other colors.

Week 4 – An Example of Perseverance

- Be careful that they only mix small amounts (a paint brush full of paint) to see if they like that color.
- Make sure they clean their brush well before they put it back into the paint with the primary color in it. *Once those colors get mixed up, you can't get them again.*
- After the children are done, be sure you choose a safe place for their projects to dry and make sure they clean up their mess when they are done.

GUIDED CONVERSATION:

1. **How does it feel now that you have worked three weeks on a project and now you are getting to see it finished?**
2. **Would you recommend this craft to someone else?** (Compare this answer with week two of this project.)
3. **When you get to see the finished product, do you think it is worth waiting for it?**
4. **Can you think of someone you know who persevered and came out great in the end, just like this bowl and the pieces of armor are coming out?**

WEEK 4 - RECREATION

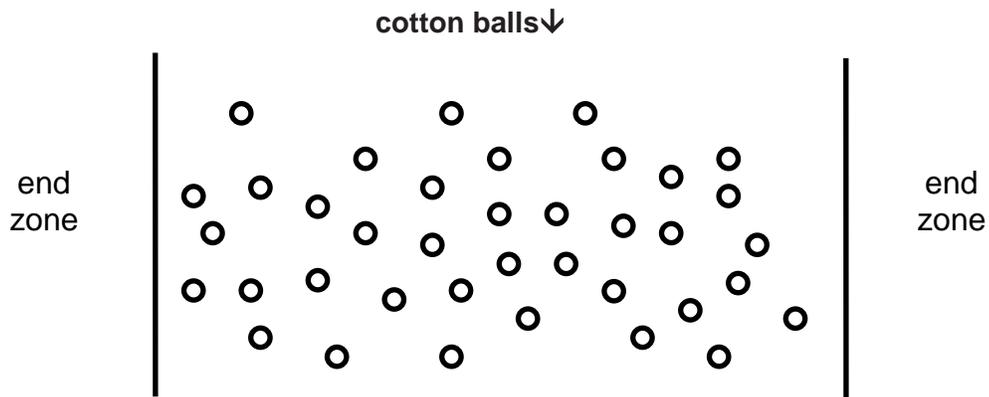
DAY ONE: Cotton Ball Hockey

MATERIALS: paper towel tubes for one team and rolled up newspaper for the other team, one bag of cotton balls (the largest ones that you can find.)

OBJECT: The team with the most cotton balls in their end zone when time is called is the winner.

SET UP:

- Divide the group into their two teams. (We will just call the Team A and Team B)
- Give each player on Team A a rolled up sheet of newspaper.
- Give each player on Team B a paper towel tube.
- In the playing area, scatter a large bag of cotton balls around on the floor.



TO PLAY:

- When the leader shouts “Go,” each player is to attempt to get a cotton ball into his/her end zone.
- Players may not touch each other - however, they may use their “sticks” in any way they wish to hinder an opposing player from moving his/her “ball” to the end zone.

DISCUSSION

Watch to see what children get too impatient with just hitting the cotton ball and try to pick it up or kick it.

1. **Did anyone just want to pick up the cotton balls and move them with your hands? Did you?**
2. **Is it hard to follow all the rules? Why?**
3. **Why do you think it would help you in this game to not give up?** *Because the cotton balls are hard to move and they take a lot of perseverance to be able to move.*
4. **Sometimes we have to persevere with other things besides cotton balls, can someone give me some things that we have learned about this month that we have to be persevere through?**

DAY TWO: Centipede Tag

MATERIALS: none

OBJECT: To not be tagged by the front of the centipede and to grab on the back of it.

SET UP:

- Have the children get into lines of three.
- One of them faces forward and the other three grab onto the waist of the child in front of them. This forms a centipede.

TO PLAY:

- One person is it. The person who is it does not have a group.
- The person who is it is trying to grab onto the end of one of the centipedes.
- The child who is at the front of the centipede is trying to grab the person who is it.
- If the person who is it grabs on to the back of a centipede the person at the front of that centipede is now it.
- The game continues for as long as time allows.

DISCUSSION

Watch for children who are encouraging others to not give up. Also watch to see if the ones who are it are willing to try their hardest to win.

1. **We have been studying perseverance all month. Can anyone tell me why perseverance would have helped you in this game?** *If you did not give up, you would have a better chance of winning.*
2. **When were some of the times when you felt like giving up in this game? What did you do?**
3. **What is something that you could have done in this game to encourage someone else to persevere?** *Cheer for them!*

DAY THREE: Capture The Flag

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

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

SET UP:

- 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 children into their already established teams.
- Divide the playing area in half - you may want to use your entire property. Draw an imaginary line.
- Place the flags where they can be seen.
- Each team designates a certain spot as their "Prison."

TO PLAY:

- Each team must start on their side of the imaginary line.
- When the leader says go. Each team is free to run anywhere they want to try to get the flags of the other team and take them back across to their side of the playing area.
- 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.
- Make sure that the children who are "guarding" their flags are not standing any closer than two feet from their flags. It must be possible for the other team to get them.
- All captured players must remain in the prison until they are tagged by a free teammate. Prisoners may hold hands and make a chain out of the prison and then everyone on the chain is released when the first person is tagged.
- The winning team is the team who captures all of the other teams flags first.

Teaching Tip: You will play a key part in organizing your teams. You must show you can work together. It is important that you play. When a player safely captures the other team's flag and brings it back to his own territory, his team wins. Don't forget to place guards around your flag, but at a fair distance away so that the other team has some chance. A good distance is about two feet. Also be sure you don't leave prisoners.

DISCUSSION

Watch to see how the children work together. Do they follow their leader or do they do their own thing? Who is the first to give up?

1. **When was this game the most fun? When you were working as a team or as individuals? Why do you think that is?**
2. **Sometimes it is hard to work together as a team. What did you do to hang in there as a team and not give up?**
3. **How did it feel to be part of a team that had a plan? What about a team that didn't have a plan? Which kind of team was easier to loose hope on?**

DAY FOUR: Free Play

MATERIALS: all the fun play equipment that you have

OBJECT: To let the child have a chance to use free play to develop the things that they have learned during organized instruction time.

SET UP:

- This is a time to let the students make up their own rules to games and enforce them. Feel free to play with them, but do not take control of organizing the game.
- Let them do this and follow their rules.

TO PLAY:

- Ask the students to try to participate with their friends in the best way possible. Remind them that the rules of the center should still be abided by during this time.
- Have fun!

DISCUSSION

Watch for children who are trying to work things out with their fellow classmates and who is running to tell the staff at the first sign of conflict.

1. **This month as we have learned about perseverance. What kinds of things have you learned that you can use during recreation time?**
2. **Were there any of those things that you did today?**
3. **How can you persevere even when the staff might not be looking at you?**