

Real Leaders

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REAL LEADERS - UNIT OVERVIEW

MEMORY VERSE: "To this you were called, because Christ suffered for you, leaving you an example, that you should follow in His steps." I Peter 2:21

We hear it all the time -- kids today are constantly faced with so many choices.

In a society where communities continue to disintegrate, where heroes are sports figures and rap stars, children are making choices without proper adult guidance. Because drugs and gangs have stolen many of our men, and welfare has crippled our families, the influence of negative role models is magnified.

A void has been created that only we, the church, can fill.

We must be worthy role models, pointing our children back toward the values that honor the real leaders in our community. We must raise them up to be men and women who assume ownership of their communities, thus filling the void of leadership themselves. That is the vision that drives us to establish youth development centers.

"REAL LEADERS FOLLOW JESUS" lays the foundation to develop that vision in our children. The children are shown why it is important to choose carefully whom they will follow. They are challenged to see themselves as the leaders of tomorrow.

BIBLE CLUB exposes them to the godly leadership of Joseph and Peter, two biblical role models who served their people and their God in spirit and truth.

PRACTICAL LIVING ("Real Leaders Take Care of Their Community") emphasizes the importance of owning one's community.

READ ALONGS, CRAFTS AND RECREATION give opportunity to communicate God's standards for leadership.

We pray this curriculum will enable you to teach your children the value of their presence within their community. We look forward to seeing God raise them up into men and women of God who will reclaim America's urban centers for Christ.

REAL LEADERS FOLLOW JESUS: WEEK 1

WEEK 1 - BIBLE CLUB

LESSON AIM: To help the child understand the importance of following the right leader (Christ).

SCRIPTURE: Psalm 139:1-16

MEMORY VERSE: “To this you were called, because Christ suffered for you, leaving you an example, that you should follow in His steps.” 1 Peter 2:21

This first lesson establishes that, in order to rightly lead others, you first have to follow the right leader yourself. The HOOK illustrates the two kinds of leaders we can choose to follow after: 1) Satan, with all his empty promises of worldly pleasure and gain, or 2) Jesus, the one who created and knows all about us.

Psalm 139 teaches us that God is all knowing, all-powerful, and all present. Therefore, He is worthy of being followed. He is aware of every movement that we make, every motivation that flows from our heart. He is so much a part of our lives that He knows every detail of our day and every word that is uttered from our mouth. In fact, He knew these things and recorded them even before we were brought into the world.

God is everywhere; it is impossible to escape from His presence, to be out of his sight. He's not just a neutral bystander or a passive observer. Psalm 139 tells us that He actually thinks about us so often that His thoughts toward us are innumerable.

All this being true, why would we want to entrust our lives to anyone else?

God created us, loves us with a perfect love, and is the only one who knows what's best for us. The things we follow after in the world -- wealth, power, possessions, acceptance -- are not lasting. If following after them (and ultimately Satan) determines the path we take, then we end up going nowhere. Just like the first leader in the Hook.

We want to teach the children from a young age that Jesus must be their primary role model if they are to find true satisfaction in life.

We want all our kids to know that God has created them to be godly leaders for the next generation.

Discipleship
Tip

Take time this week to pull each of your kids aside and share these truths with them. Remind them that God is always watching over them. Ask them about some of the choices He sees them make. Question them about their dreams for the future. Build in them the vision for how God can use them to reach their community. Inspire them to strive toward all that God has planned for them.

 **Hook**

MATERIALS: Handful of lollipops, enough treats (i.e. brownies, piece of cake, rice krispie treat, etc.) for each child.

This Hook activity requires two adults that are good up front of the kids.

- Keep all the children together, and address them as a large group.
- One adult acts as a “good” or “real” leader and one plays a “false” leader. (Note: this is just information for the adults -- the children are not to be told this beforehand.)
- The “false leader” gets the suckers so that he/she may entice the children.
- The two adults stand in front of the children and carry on a dialogue, something like this:

True Leader: “Today we are going on a journey. Since you don’t know where this journey will take you, you will have to follow a leader. Now you can go with me, because I designed this game and I know where we’re going, or you can go with Mrs. Smith, the other leader.”

(At this point, the other leader waves around the suckers, opens one, takes an enticing lick, etc.)

False Leader: “Well, I think the children should go with me because I’ve got suckers.”

True Leader: “Well I don’t have any suckers, but I know where we’re going.”

False Leader: “But I’ve got suckers...”

While tempting the children with the suckers visually, the false leader never actually tells the children they will get suckers for choosing him/her as a leader. He/she just continues to brag that he/she has the suckers.

- After a few minutes of such talk, the leaders let the kids choose who they will follow.
- The kids line up and follow their leader as he/she takes off toward their destination.

The activity proceeds as follows:

- The **True leader** takes his/her kids directly to an eating area where they are each given a treat. After giving adequate time for the second group to tire of walking laps, the leader goes to where they are. He/She makes one more offer to lead any of the kids in that group, but does not tell them about the treat. Those who choose to now follow the “real leader” leave. They follow the leader to the eating area and receive a treat.
- The **False leader** takes his/her group to a large room them and walks them around that room several times. They keep walking laps until the first leader shows up.
- After the second group has been taken to get a treat, the hook is over, and all the children return to their own rooms for debrief.

DEBRIEF

Who were the children that chose to come with Leader #1? Why did you choose that leader?

Where did your leader take you? What did you find once you got there? How did you feel?

Which ones of you chose Leader #2? Why did you chose that leader?

Where did that leader take you?

How did you feel when you were walking around and around in circles and you could see that you weren't going anywhere?

How did you feel when the first leader came to your group and offered to take you to the right place?

How do you think this game relates to us learning to be leaders?

Real life is just like this game -- we have to make choices about who we will look up to and follow. There are a lot of people who seem to have a lot going for them, both famous people and people you will meet personally. (At this point, ask the children to name some people that kids look up to and want to be like.) These people may have exciting careers and lots of money, but if they aren't following Jesus, then their life is really just going in circles. Many of them end up turning to drugs, cheating on their spouses, or mistreating their families because they're still unhappy.

Just like Leader #1 (insert name) designed the game and knew the final destination, God designed each one of us. He wrote down a plan for our lives before we were even born. Today we're going to learn from the Bible just how much God, who created us, knows about us.

Bible Story

Read Psalm 139 out loud to the children, putting the dramatic actions with each line. (Hint -- if you have a volunteer with you, it would be easier to have one person read the Psalm and one person act it out.)

Psalm 139:1-18

O Lord, you have examined my heart and know everything about me. (Lift hands toward heaven; point to heart; make circular motion with hands in front of you)

You know when I sit or stand. (Squat and then stand up)

When far away You know my every thought. (Wave hand far out in front of you; point to head)

You chart the path ahead of me, and tell me when to stop and rest. (Pretend to hold up a piece of paper and pretend to write on it; hold up hand like you are telling someone to stop; put hands palms together and lay head on hands like sleeping)

Every moment You know where I am. (Lift hand to heaven; shake finger like a teacher does when getting a point across; point to self)

You know what I am going to say before I even say it. (Lift hand to heaven; open palm towards lips move in circular motion indicating speech coming from mouth)

You both precede and follow me, and place Your hand of blessing on my head. (Step forward and then backward; place your hand on your head)

Week 1 – Real Leaders Follow Jesus

This is too glorious, too wonderful to believe! I can *never* be lost to Your Spirit! I can *never* get away from my God! (Hold hands to heaven and shake head; place hand over eyes and shake head; make a quick move like trying to get away and shake head)

If I go up to heaven, You are there; if I go down to the place of the dead, You are there. (Act like climbing a ladder to heaven; kneel down)

If I ride the morning winds to the farthest oceans, even there Your hand will guide me, Your strength will support me. (Put hands out to sides like floating in the air; place hand out in front as if someone is taking it and guiding you; pretend arm is leaning on someone's shoulder.)

If I try to hide in the darkness, the night becomes light around me. (Put hands up in front of yourself as though you are trying to hide; take hands away)

For even darkness cannot hide from God; to You the night shines as bright as day. (Cover eyes and shake head; removes hands from eyes)

Darkness and light are both alike to You. (Hands on eyes; off eyes; hand make level sweeping motion in front of you)

You made all the delicate, inner parts of my body, and knit them together in my mother's womb. (Act like you are molding clay; point to inner part of body; act like knitting)

Thank You for making me so wonderful complex! It is amazing to think about. (Raise hands to heaven in praise)

Your workmanship is marvelous -- and how well I know it! (Take hands down body as though admiring yourself; and nod head)

You were there when I was being formed in utter seclusion! (Stomp foot; hide face)

You saw me before I was born and scheduled each day of my life before I began to breathe. Every day was recorded in Your Book! (Cup hand over eyes as though looking at something; take a deep breath; Hold pretend sheet of paper and pretend to write)

How precious it is, Lord, to realize that You are thinking about me constantly! (Wrap arms around yourself; point to heaven)

I can't even count how many times a day Your thoughts turn to me. (Count fingers while shaking head; point to heaven and then to self)

And when I awaken in the morning, You are still thinking of me! (Place palms together, lay head on hands as if sleeping and then suddenly awake; raise hands to heaven.)

WEEK 1 - SKIT

CHARACTERS: Bobby and Reuben
SCENE: Reuben and Bobby are walking home from school.
MATERIALS: Snoop Doggy Dog CD (or some other gansta rapper popular with your kids), CD player, piece of butcher paper, black marker

Bobby: I gotta get home 'cuz my Dad came by last night and gave me a Snoop CD! He said he'd drop off a player today.

Reuben: Bobby, you like Snoop Doggy Dogg?

Bobby: Yeah man! Why not?

Reuben: Man, he doesn't believe anything we do!

Bobby: What?

Reuben: Well, you said yesterday you wanna act like Jesus. If you listen to Snoop Doggy Dogg, he becomes your leader.

Bobby: Man, I don't even listen to the words!

Reuben: You can't help but hear the words. Besides, why do you want to honor him?

Bobby: Honor him? I'm not honoring him!

Reuben: You are too! Just by listening to his music. The gangsters hear you listenin' to that music -- they'll think you're easy bait. But what would they think if you were listenin' to Christian music!

Bobby: (*Contemplative tone*) Uhm mmm, that is different. I never thought about that before. I want everyone to know who I follow, and I sure don't follow Snoop! Those gangsters need to know I follow Jesus!

(*The boys walk off.*)

SUGGESTION: Bring in a Snoop CD (or other -- just change the name in the skit) and play a song for the kids. Then have the discussion below. This will keep the kids from claiming, "He doesn't really say that!" It will also make your lesson much more concrete.

DISCUSSION

What does it mean to be a leader? (*Someone people follow. People do what a leader says they should do, people change their actions to be like the leaders*)

Who are some people who are leaders today?

Week 1 – Real Leaders Follow Jesus

What kind of a leader do you want to follow? Why?

Think of how your actions might be different if you chose to follow Snoop Doggy Dogg, or you chose to follow Jesus. What is the difference in those two leaders?

What does Snoop Doggy Dogg tell you to do? What does Jesus tell you to do?

Make a list that shows the difference between the two.

Snoop Doggy Dog	Jesus
Have a good time by getting drunk	Have a good time by being filled with the Holy Spirit
Sleep with any woman	Sleep with your wife
Being rich is what it's all about	Love is what it's all about

WEEK 1 - MEMORY VERSE

MEMORY VERSE: “To this you were called, because Christ suffered for you, leaving you an example, that you should follow in His steps.” 1 Peter 2:21

EXPLANATION OF VERSE

Jesus Christ is the example every believer is called to follow. Jesus' character is impeccable! He is just, merciful, loving, compassionate, slow to anger, blameless, forgiving, pure, etc.. The list is endless. As we follow Jesus, we step up to become the kind of leader He was. Because of His example, people were drawn to Him and followed after Him. The same will be true of us as we strive to follow His example. People are drawn to those who live godly lives.

TEACHING THE VERSE

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

VERSE ACTIONS are listed on the following page.

VERSE ACTIONS -- 1 Peter 2:21

To	hold up two fingers
this	clap
you	point to someone else
were	point thumb over your shoulder/behind you
called	put hands over mouth like you're yelling
because	two claps
Christ	touch wrists where nails would have been
suffered	bend over with pained look on your face
for	hold up four fingers
you	point to someone else
leaving	wave good-bye to someone
you	point to someone else
an	clap
example	cross your forearms, fists closed, to make the shape of an x
that	stomp your foot
you	point to someone else
should	shake your finger at the person you're pointing to
follow	walk in place
in	cup your arm and point into the hollow
his	point to heaven
steps	touch the sole of your shoe

1 PETER 2:21

WEEK 1 - PRACTICAL LIVING

Taking Care Of Your Community

MATERIALS (Lab Option 1): Plastic gloves, garbage bags

MATERIALS (Lab Option 2): Paint, brushes, rollers, roller trays, plastic drop clothes, clean-up materials such as paint thinner

NOTE: Today's lesson is totally hands-on and gets the children out into the community. If you're doing this series in a month of unpleasant weather, make sure to prepare the children beforehand that they will be spending extra time outside that day and will need proper clothing. Also, if you come up with any other "community clean-up" ideas, please share them with us so we can add to the curriculum! 😊)

TRASH PICK-UP

- Divide the kids into teams, providing an adult supervisor for each team.
- Assign teams to different streets/areas right around the center.
- Send them out with **plastic gloves** and **garbage bags** to pick up the community.
- Give a prize to the team that collects the most trash.
- If for some reason you cannot find a good clean-up area around your center, you might consider contacting a local city park, school, etc.
- **MAKE SURE TO LEAVE ENOUGH TIME FOR DISCUSSION AT THE END.**
- If you travel away from the center for the clean-up, you might consider having the discussion on sight or in the vans traveling back.

GRAFFITI PAINT-OUT

- Find a near-by surface that needs graffiti painted out.
- Arrange for the center to take on the project. (It could be a neighborhood business, a family's garage, or even your own church building.)
- Show up with your kids and **paint materials**, and go for it! What a great witness to the community!
- Since this one is a little more expensive than the first one, you might consider approaching church members and/or a business to donate your materials.
- If for some reason you cannot find a good clean-up area around your center, you might consider contacting a local city park, school, etc.
- **MAKE SURE TO LEAVE ENOUGH TIME FOR DISCUSSION AT THE END.**
- If you travel away from the center for the clean-up, you might consider having the discussion on sight or in the vans traveling back.

DEBRIEF

What are different ways that we can harm the community? (*Vandalism, throwing down trash, graffiti*)

What are different ways we take care of our community? (*keep it clean, don't vandalize, don't paint graffiti*)

Why is it important to take care of our community? (*so that it can be a nice place where we are proud to live and feel safe*)

What happens if we don't take care of our community? (*It looks nasty, we lose proud in our community and ourselves, others don't want to live here and the property values go down*)

Can we be real leaders, following Jesus, if we don't take care of our community? Why or why not?

Today we spent just a small amount of time picking up trash. How different did the area look by the time we were finished? How would the neighborhood look if everyone did their part?

WEEK 1 - READ-A-LOUD

“Monica, Mother of Augustine”

By Laura M. Adams

The Moral Compass, pg. 540

SUMMARY: This story is about Monica, the mother of the great theologian Augustine. It tells how she loved and cared for her child, trusting God to turn back her wayward son.

PRE-READING QUESTIONS

- 1) **Why are mothers so important?**
- 2) **What are some of the things mothers do to help us grow up?**

POST READING QUESTIONS

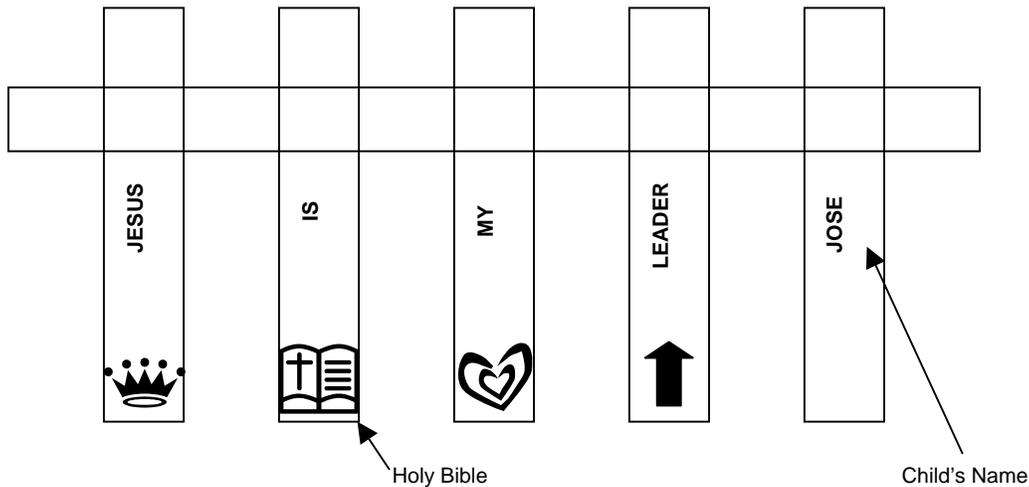
- 1) **Where was Monica from?** *North Africa*
- 2) **What was the one mistake Monica made?** *(She married a man who didn't have Jesus as his leader.)*
- 3) **Why was this a mistake?** *(Jesus her leader told her in the Bible only to marry another Christian. Her husband had a horrible temper and made her life miserable.)*
- 4) **From the story how do you know Jesus was Monica's leader?** *(She prayed over and over for her son. This showed she trusted Jesus would work in his life.)*
- 5) **What happened in the end?** *(Her son, Augustine, became a Christian. God completely changed his life.)*
- 6) **What have you learned from this story about your own life?**

WEEK 1 - CRAFTS

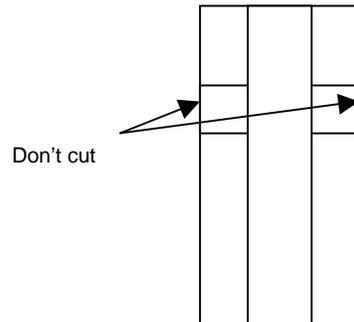
✂ Commitment Cross

MATERIALS: 8½ by 11 paper per 2 children, pencils, marking pens, scissors

- Prepare an example cross to show the students.
- Give each child ½ a sheet of paper and show them how to fold the paper back and forth.



- Have them draw a cross on the folded paper.
- Show them how to cut the cross out without cutting where it touches the side of the paper. Make sure the children know not to cut in those spots.
- When they open up the paper, they have a string of crosses.
- Suggest they write the word "JESUS" on the first cross. At the bottom have them draw a crown. (This represents Jesus as king and a leader worthy to be followed.)
- On the second cross suggest they write "IS"; at the bottom draw a Bible. (To follow Jesus we must know His will for our lives. We learn His will through studying the Bible.)
- On the third cross suggest they write "MY"; at the bottom draw a heart. (To allow Jesus to be the leader of "MY" life, I must love Him and desire to follow Him.)
- On the fourth cross suggest they write "LEADER"; at the bottom draw a direction arrow. (If Jesus is the Lord and King of our life, if we love Him and want to follow Him, we will obey His directions.)
- On the fifth cross, have them write their signature as a commitment to follow Jesus.



GUIDED CONVERSATION

As the children draw each symbol on the individual crosses, discuss how they relate to following Jesus.

Why do we draw a crown to represent Jesus?

Why do we need a Bible to follow Jesus?

What does our heart have to do with following Jesus?

What do you all think the arrow that you do represent?

WEEK 1 - RECREATION

DAY ONE: Animal Call

MATERIALS: 2 1lb. bags of beans

OBJECT: Be the team that gathers the most beans and win.

SETUP:

- Lay beans out around the room.
- Put the children into small groups of 5 or 6.
- Tell each group the animal they are to imitate (i.e. making a cat's meow, a dog's bark, a lamb's "baaa", a bird's tweet, a cow's moo, etc.).

TO PLAY:

- Each group selects a leader.
- When the adult leader says "GO", all the children go out looking for beans.
- When a child locates a bean, he makes his animal sound.
- When the group's leader hears the sound of their animal, he/she goes quickly to gather the bean the group member has located.
- 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.
- The team that gathers the most beans wins.

DISCUSSION

How did the kids interact? Did they play as though they were followers of Jesus Christ? What made you question if they were followers of Jesus Christ?

Remind the children that following Jesus is not always easy. Often when we get caught up in "life," we allow our emotions to take over, rather than doing what we know is best.

Was it hard to wait for your leader to come before you moved on to another bean?

Was it difficult for the leaders to keep from picking up the beans they saw as they ran from place to place?

Did any groups make a strategy so their leader didn't have to run across the room?

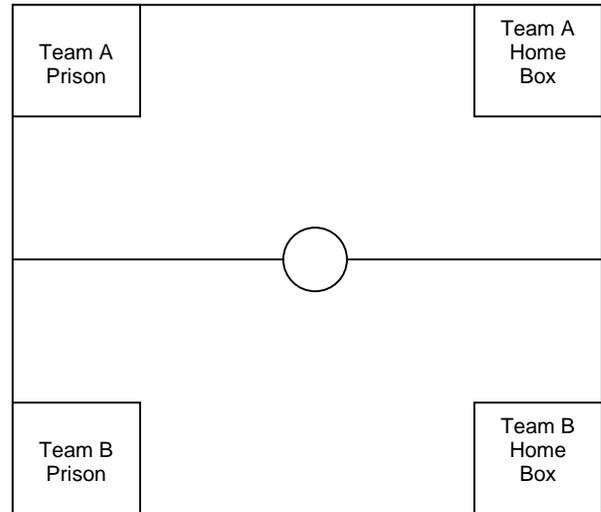
If we were to play the game again would you play it differently?

DAY TWO: City Challenge

MATERIALS: Masking tape

SET-UP:

- Divide the group into teams of 10. If you have four teams, two teams observe and cheer on the two teams playing.
- Lay out a large playing area (12'x12') with masking tape.
- Designate Team A and Team B.
- With masking tape, mark Team A's home box and Team B's home box.
- Mark Team A's and Team B's prison.



TO PLAY:

- Both teams gather in their respective home boxes.
- Chose a captain for each team. (Maybe the counselor.)
- Team A's captain picks his fastest runner to run to the circle and yell "my city!!"
- At the yell of "my city!!" Team B's Captain sends out his fastest runner to tag Team A's runner.
- As soon as Team B's runner is sent out, Team A's captain can send out his #2 runner who tries to tag Team B's #1 runner.
- Next, Team B's captain sends out his #2 runner who tries to tag Team A's #2 runner.
- A runner can only tag the person he has been sent out to tag. If he accidentally tags someone else, he must go to prison.
- If a player is tagged, she must go to prison.
- Players remain in prison until tagged by one of their own players.
- If a player gets back to her "Home Box," she is safe.
- If a player does not attempt to get his opponent, he goes to Prison. (Director makes the call.)
- The winning team is the one to have the most players return to "Home Box" Safely.

DISCUSSION

Ask the players to tell you how they saw Jesus' character emulated during the playing of the game. (Be prepared with your own list).

How do you feel when someone ruins the game by "doing his own thing?"

Which players did you most enjoy playing with? Why?

Who do you think has the most fun in the end, the person who cheats or the person who follows the rules?

Help them see how they lose out in the end when they don't follow the rules. They may even think they have gotten away with cheating, but in the end what do they lose? They lose the satisfaction of knowing they had truly succeeded, the respect of others, Jesus' pleasure with them, etc.

DAY THREE: Red Light Green Light

OBJECT: To reach the leader first.

TO PLAY:

- The leader stands at one end of the room, while the players stand in a line across the opposite end of the room facing the leader.
- The leader faces the wall with back to players and calls out "GREEN LIGHT."
- The players move towards the leader until the leader yells out "RED LIGHT" and quickly turns around.
- Any players the leader observes moving when he turns around must return to the start line.
- The winner is the first player who gets to the leader.

DISCUSSION

Did players follow the leader? Or did they do their own thing? Did they argue with the leader, thinking they knew better than him/her?

What does it mean to follow a leader? (*Follow their directions, do what they tell you to, trust their leadership*)

If you are following a leader, like in the game today, how should you treat him/her? (*Listen to them, show them respect, stand up to others on their behalf*)

If you are a leader, what are your responsibilities to your followers? (*Listen to them, care about their concerns, treat them with respect instead of bullying*)

You may want to play the game a few times, stop for discussion, then play a few more times. Do the children try harder to follow the leader?

The wisdom to be gained here is this: there is more enjoyment in developing the skill of following the leader than there is in winning. Wisdom is gained through experience! If a child has never experienced this phenomenon, or the thrill of striving for excellence, he will not believe that the process is more enjoyable than the result.

DAY THREE: Free Play

TODAY, LOOK FOR TEACHABLE MOMENTS...

As the children play today, look for the leaders.

Which children are natural leaders?

Are there children who misuse their leadership?

Are there children who should be leading, but don't take the initiative? Why?

REMEMBER...

Every Christian is a potential leader in his/her community. As Christians we stand for what is right, what is honorable, what is just. Are these traits demonstrated as the children play on their own?

Gather this information and discuss with staff how you can help children develop their leadership potential. (See *DISCIPLESHIP TIP* in this week's Overview.)

REAL LEADERS STAND FOR TRUTH: WEEK 2

WEEK 2 – BIBLE CLUB

LESSON AIM: To help the child understand that a real leader knows and defends God's truth.

SCRIPTURE: Genesis 39

MEMORY VERSE: “To this you were called, because Christ suffered for you, leaving you an example, that you should follow in His steps.” 1Peter 2:21

The story of Joseph and Potiphar's wife is a classic example of a leader standing for truth. Potiphar's wife continually attempted to seduce Joseph, yet he refused. Joseph was more scared of sinning against God and others than he was interested in worldly pleasure. This is the mark of a true godly leader.

Our children must learn that standing for Jesus ensures persecution at some point. Like Potiphar's wife, people will turn against them as a direct result of their defending God's truth.

At the point of persecution, they must either choose to continue following God or sin. If they follow Him, they can know that He will eventually bring good out of their persecution. If they turn away, they will miss out on God's best for them.

There's no doubt that Joseph stood stronger because he was convinced that God had a special plan for his life. Time and again he'd seen God's hand directing his life, *especially* in the difficult times. Even when it might've seemed like God had forgotten Joseph (being sold into slavery, being sent to prison, etc.), Joseph stood firm and came out on top.

God is calling our children to stand strong, not allowing sin to get in the way of His plan for them. We must help our kids strive to be all that God wants them to be. We must build in them a vision of how God can use them to affect their world.

Discipleship
Tip

Ask the child if God has told her yet what He might want to do with her life. Encourage her to talk about ways He's carried her through hard times. Help her think through future situations that might arise. What could tempt her away from Jesus? How will she respond?

As a staff team, discuss how you will work with the children to develop their leadership potential. Make a plan and put it into action. Go over the “Leadership Development Brainstorming” sheet as a team to get your minds going.

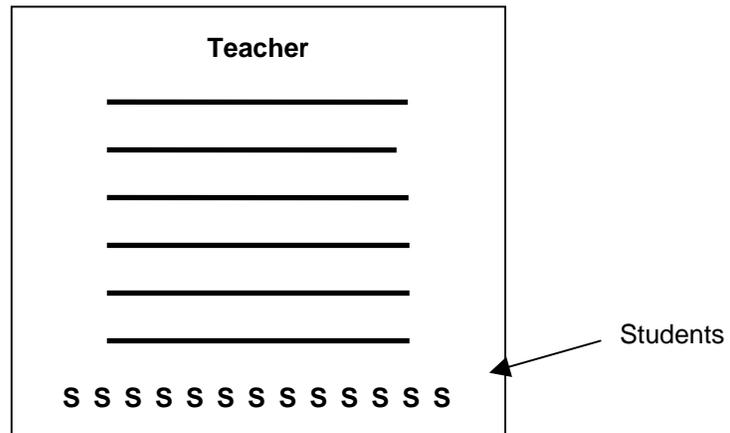
 **Hook**

MATERIALS: Masking tape

OBJECT: The focus of this lesson is to teach the children how to stand for truth in spite of peer pressure. Emphasize that “truth” can only be defined by the Word of God -- not by our feelings, the philosophy of others, or the trends of society.

SET-UP:

- Lay lines of masking tape out on the floor from left to right, as though you are laying down a ladder.
- Lay down at least 6-7 lines down.
- When the students come in, have them stand in a line across the back of the room, **behind the first line.** (See picture below.)



EXPLAIN THE GAME:

- “We are going to play a game called “This is What I Believe.”
- I am going to say a sentence that some people in the world believe is true.
- If you believe the statement is true, step on the first taped line in front of you.
- If you do not believe that the statement is true, stay where you are. Remember - - the important thing is to know what you believe is true, so really stop and think what you believe.
- It's not important what someone else believes is true, so don't look to others for your answer.
- Every time you hear a statement that you believe is true, then you should walk to the line in front of you.
- To make sure everyone understands we will do two test questions:
My name is (put in your name).
I am standing on two feet.

Everyone should stay where they are for the first question, unless they have the same name as you. They should move for the second question, assuming you are standing normally.

Use these test questions to make sure the children understand before you move on.

TO PLAY:

- Read the first statement below.
- Allow the children to make their choice of stepping or staying.
- After everyone has made their choice, go over the statement with them to explain why it is true or not. (After they've walked forward, they cannot walk back.)
- Do this with every statement until each one has been read.

Note: It is likely that the kids will feel the object is to get to the front where you are, even though that's never been stated. Those who stand at the back without moving much may feel a little frustrated, like they're missing out. All this is okay because it adds to the pressure of making their choice, which is what we want them to experience.

Statements

All religions help you get to God. (False) (May need to give examples.)

Jesus is a god. (False)

The Bible is mostly true. (False)

Jesus is the Son of God. (True)

My sins make God sad. (True)

After you become a Christian, you will never sin again. (False)

Jesus gives you the power to do what's right. (True)

The devil has as much power as God. (False)

If you make God angry enough, He will stop loving you. (False)

Jesus is alive today. (True)

DEBRIEF

At the end of the game, send the kids to their classes for the following discussion.

How did you feel when you were trying to decide whether a statement was true or not? Was it difficult to decide? Why?

How did you feel when people moved, and you stayed still?

How did you feel when you moved, and others stayed still?

Were you embarrassed when you found out you were wrong about your decision?

Did you always make a decision based on what you believed? Did you ever decide what to do because of what others did?

Did you ever feel like you didn't know whether the statement was true or false? What did you do then?

Standing up for God's truth is many times difficult -- especially when we're with people who don't share our belief in God's truth. Real leaders follow Jesus -- not the people around them -- even when it's uncomfortable.

Today we probably made some statements that were confusing to you. You might not have always known what was true and what was not. We cannot stand up for truth if we don't know what is right and wrong.

The Bible says there is only one way to know. Isaiah 45:19 tells us *"I, the Lord, speak the truth; I declare what is right.."*

If we want to know what is right, we must look in the Bible and see what God says is right. He is the only One who can determine the truth because everything He speaks is truth. Our feelings, our friends, our teachers, society around us -- none of these alone can determine what is right and wrong. Only God declares what is right.

Sometimes there are negative consequences when we stand up for the truth, as we will see in our Bible story today. Nevertheless, we must stand by our beliefs if we are real leaders, for in the end God will reward us.

Bible Story

Read the following story of Joseph and Potiphar's wife found in Genesis 39, being sure to give enough background from Genesis 37 to give context to the story.

"Joseph"

Joseph was taken to Egypt to be sold into slavery and was bought by a man named Potiphar. Potiphar was in charge of all the bodyguards belonging to Pharaoh, the king of Egypt. Joseph was a great servant to Potiphar -- the Lord greatly blessed Joseph, and he soon became Potiphar's favorite servant. Potiphar saw that God had His hand on Joseph's life and placed Joseph in charge of all his household and business affairs. Immediately Potiphar began to do very well because of God's blessings on Joseph -- his crops flourished, and all his livestock multiplied. As a result, Potiphar put Joseph in charge of everything he owned. Potiphar didn't have to make any decisions except what to eat and wear.

Week 2 – Real Leaders Stand for Truth

Soon Potiphar's wife noticed Joseph. He was a very attractive man, and she began trying to seduce him. Joseph refused, however, saying, "Look -- your husband trusts me with everything he owns. He's given me everything but you. You are his wife and his alone. I could never have sex with you -- it would be a terrible sin against God."

Potiphar's wife would not give up. She kept making passes at him day after day, but he never gave in. One day she came to him when no one else was around and grabbed him by the sleeve, demanding that he sleep with her. Joseph ran away from her and out of the house, leaving her holding his jacket. When she realized what had happened, an evil plan came into her mind. She began screaming at the top of her lungs so that everyone would come running. As people arrived she started to cry hysterically, saying, "That Hebrew slave tried to rape me! I screamed, and he ran away before anyone could see him, but he left his jacket behind."

That night when her husband came home she showed him the jacket and told him her story. Her husband was so angry that he immediately threw Joseph into prison where he was kept in chains. Even there the Lord was with Joseph and made the head jailer favor him. Soon Joseph was put in charge of all the other prisoners. With Joseph at the top, the jailer had no more worries -- everything ran smoothly and well. And all this was because the Lord was with Joseph.

DISCUSSION QUESTIONS

How did Joseph stand up for what is true in this story? *(He refused to sleep with his boss' wife.)*

How did Joseph know what was the right way to handle his situation? *(He followed the Word of God.)*

Do you think it was easy for Joseph to make this decision? Why or why not?

What price did Joseph pay because of his choice to do right? *(The wife falsely accused him, he lost his job and was thrown into prison.)*

What are some potentially hard areas in which you must stand firm? *(Let them think through what is hard for them. Give them categories to think about: at home, at school, in the community.)*

Can you think of a time when you had to stand up for what was right in spite of pressure to do wrong? What happened?

You might want to have the children picture (in their imaginations) having to stand for truth in a difficult situation. Then have them imagine Jesus standing right next to them. What do they feel knowing Jesus is there?

If we stand up for God's truth, He will always reward us in the end. Right now we can't see Joseph's reward for following God, but we haven't read the end of the story yet.

We will see how God rewarded Joseph next week.

Let's close in prayer now, asking God to give us the strength to be real leaders -- following Jesus by always standing for right and against the wrong.

WEEK 2 - SKIT

CHARACTERS: Reuben and Maria, siblings from a Christian family.

SCENE: Reuben and Maria are eating breakfast before school. They mime the eating of cereal as they talk.

Maria: I can't wait to get to school -- we're going to the fire station today! I hope we get to ride on the fire truck!

Reuben: I don't wanna go to school at all. Especially today.

Maria: Why? You love school. Don't you have science today?

Reuben: That's why I don't wanna go to school.

Maria: But you love science!

Reuben: Yeah, I do. But today we are studying evolution. Mrs. Gonzalez thinks we all came from monkeys. She's gonna go on and on about monkeys! I can't sit there and listen to her for the whole hour.

Maria: She thinks we came from monkeys? Whaaaat??!

Reuben: She believes that there was this big bang thing out in space a long time ago -- then the earth just fell together. The only life were fish, then the fish changed and went on the land, then later there were monkeys and the monkeys became men.

Maria: But what about God?

Reuben: Mrs. Gonzalez doesn't believe in God.

Maria: What would she say if you disagree with her?

Reuben: I don't know. *(Shrugs his shoulders)* But I just know I have to say something.

Maria: *(Looking at her watch)* Oh man -- it's late! Come on, Reuben! We gotta get out of here and get to school!

DISCUSSION

Why didn't Reuben want to go to school? *(He was going to have to disagree with his teacher. She believes man came from monkeys, but Reuben knows that God created man.)*

What did Reuben think he was going to have to do? *(He was going to tell his teacher what he knew to be the truth. He was going to defend the truth.)*

In what way was Reuben showing leadership qualities? *(He was going to stand firm for what he knew was true and defend the truth. Real leaders defend the truth.)*

When we follow Jesus we become leaders in our schools and communities. We find ourselves in a position to defend the truth.

Week 2 – Real Leaders Stand for Truth

What are some other times when you may need to defend the truth? (*Somebody tells you it's O.K. to steal candy from the store -- you tell him or her it isn't right, and you won't do it. Somebody tries to get you to join them in teasing another kid, you refuse because you know the truth is that Jesus loves everyone. etc*)

Close with a time of prayer asking Jesus to give each child the strength to be the kind of leader that God created them to be.

WEEK 2 - MEMORY VERSE

MEMORY VERSE: "To this you were called, because Christ suffered for you, leaving you an example, that you should follow in His steps." 1 Peter 2:21

Gather Verse

MATERIALS: An envelope of words cut up for each two or three children (see next page.)

TO PLAY:

- Divide children into teams of 3 or 4.
- Give each team an envelope of words (see next page).
- Calls out a scripture reference.
- Each group tries to be the first to find the words in the verse, and lay it out in order.
- The first team to lay it out in order gets 5 points, the second team 3 points, and the third team 1 point.

After the children have put each verse together, ask them what the key truth is in that verse? What is important for them to remember?

Week 2 – Real Leaders Stand for Truth

TO THIS YOU	WERE CALLED	BECAUSE CHRIST	SUFFERED
FOR YOU	NOW CHOOSE LIFE	LEAVING YOU AN	EXAMPLE THAT
YOU WOULD	FOLLOW IN HIS	STEPS	SO THAT YOU
MAY LIVE AND	THAT YOU MAY	LOVE THE LORD	YOUR GOD
LISTEN TO HIS	VOICE AND	HOLD FAST TO	1 PETER 2:21
HIM. FOR THE	LORD IS LIFE	AND WE KNOW	THAT IN ALL
THINGS GOD WORKS	FOR THE GOOD	OF THOSE WHO	LOVE HIM WHO
PROVERBS 1:10	HAVE BEEN	CALLED	ACCORDING TO
HIS PURPOSE	ROMANS 8:28	DEUT. 30:19-20	

WEEK 2 - PRACTICAL LIVING

Real Leaders Fight Racism

Note: This lesson about prejudice is based on “The Blue-eyed/Green-eyed Experiment” done by a teacher in the Midwest after Martin Luther King, Jr. was assassinated. Although children in the original experiment were all White, this exercise is very effective within urban ethnic communities, where the diversity of people surfaces prejudices that go beyond just Black and White.



CASE STUDY

The following experiment on prejudice was first done at the Calvary Baptist S.A.Y. Yes!® Center in Compton, CA. With that center and others since then, it has proved to be one of the most powerful experiences of the year. Because of the complexity and emotional nature of this lesson, we decided to include a short summary of what took place there.

The students arrived the day of the ticket store to find staff passing out necklaces. Every other child received a blue circle to wear around their necks. The other children received a green circle. The staff were all wearing blue circles.

It quickly became obvious there were many benefits for those in the blue group. They received their snack first, they were allowed to go to the bathroom as soon as they asked, and they were constantly praised.

"The blue group is so smart -- they always know how to act right."

"I'm not surprised you're so polite -- you're in the blue group."

Things were not going as well for the greens. The staff were making them last for everything, siding with the blues in every situation, and constantly putting the greens down, both in subtle and obvious ways.

"Please come over here and sweep up these crumbs. Greens are so messy!"

"Do not push that boy! You're a blue but you're acting like a green!"

Continually, the kids heard staff say that the blue group was the smartest and the best at everything, while the greens were inferior in every way.

Worst of all was the ticket store. The blues were allowed to go in first, while the greens had to wait until the blues were finished. While in the store the blues were treated like valuable customers. When it was the greens' turn, they were followed everywhere they went, as though they would steal.

About halfway through the ticket store, the director came through blowing the whistle. He announced that there had been a mistake and the staff had been wrong the whole time. It was really the *green group* that were the smarter and better people, and the blue group that was inferior.

Week 2 – Real Leaders Stand for Truth

Immediately the staff switched their necklaces to green and began doing everything the opposite of before. The green group began receiving all the privileges, and the blue group was suddenly discriminated against.

Reactions during this entire time were varied. Some of the children were very angry -- some were close to tears at times. All of the children were somewhat confused about what was happening. Many questioned the staff and tried to figure out what game they were unwillingly involved in. The staff continued to tell them that this was just the new way they were going to run the center. In spite of all this, none of the children were highly "traumatized." They were all used to unusual things happening at the center.

When at last the ticket store closed, all the children were taken upstairs for practical living. The first thing the group leader did was take off her necklace and throw it in the trash can. She instructed all the children to do the same, telling them they were no longer a member of the blue or green group.

She asked the children how they felt about the experiment they had just been involved in. She led the children in a group discussion around the words racism, prejudice, culture, misunderstanding, communication, relationships, and discrimination. Children gave examples of each from the activity that day.

They learned that the Bible names prejudice as favoritism, which God considers a sin. They also discussed the words justice and reconciliation, learning God's plan for the races.

By the end of the day, the students had a new understanding of the way prejudice affects people.

They also walked away with a S.A.Y. Yes![®] memory they will never forget.

NOTE: If at all possible, it is best to do this exercise on the same day as you have the ticket store. This provides all kinds of avenues for discrimination that you would not have during a regular day.

MATERIALS: Blue and green paper, scissors, circle pattern, hole punch, yarn,

PREPARATION

- Cut an equal amount of blue and green circles so that every child will have one. (They will be assigned a group as they walk in the door and will not switch. The groups need to be equal.)
- Cut both a blue circle and a green circle for each staff. (They will switch groups halfway through the day so they need both.)
- Hole punch each circle.
- Hang each circle on a piece of yarn and tie it off to make a necklace.
- Each staff should start by wearing the blue circles because that's the first "superior" group.

ASSIGNING KIDS TO GROUPS

- As the children are walking into the center, hand every other child a blue circle, then green, then blue, etc., so that the assignment will be totally random and equal.
- Explain to them that they are to wear the circle showing at all times.
- Be prepared for the questions the kids will ask. They will want to know what the groups are for, why you're assigning them to their particular group, how long they have to stay in the group, etc. They will make many speculations, but don't let on. Just tell them, "This is the group you're in from now on. You'll understand more later." That is usually enough to satisfy them for the time being.

Remember, if you've used the S.A.Y. Yes![®] curriculum consistently up until now, your kids are used to the unexpected happening at the center.

RUNNING THE ACTIVITY

- For the first half of the day's activities (up until the time for debrief), one of the groups should be favored in every obvious way. For example:
- They should be the first to receive snack --the other group should be made to wait.
- They should be called on to answer questions -- the other group should be told they don't know the right answer.
- They should be allowed to go to the bathroom first -- the other group members should be made to wait.
- They should be allowed to have the best equipment on the playground -- the other group members should be made to defer.
- They should be let in the store first -- the others should be made to wait.

These are just some examples -- add whatever privileges you can think of. With each privilege given and taken away, with every praise and put-down, it is **ESSENTIAL** that you emphasize that the reason is attributed to them being members of their particular group. The exercise will not work if there is not enough verbal context given throughout the activity.

NOTE: The idea is not to make personal attacks on the kids but to attack their group. We would not suggest that you say, "Johnny, you're so stupid because all blues are stupid!" Rather, watch their every activity and tie it back to their group. Some examples are given below, assuming that blues are the positive group at the time and greens are the negative.

"Sheila, thank you so much for helping with snack. But then again, you are a blue, and that's what we expect from the blues. See children -- blues are so polite! If only greens were as polite as blues."

"Juan -- please stop rough-housing inside. You know the rules -- now stop acting like one of the greens!"

"Carlos and Robert -- you left a mess at the table instead of throwing away your snack plate. Greens are so MESSY!"

SWITCHING

- Halfway through the day, have a staff go around announcing that there's been a mistake, that it's really the other group that's "good."
- At this time, all staff should switch tags to green.
- Now the second group will be the ones to receive all the privileges and the first group will be discriminated against.

It is essential that you switch -- will have some very angry and unhappy kids if you do not switch, and only half of the kids will have "gotten" the lesson.

DEBRIEF

This exercise should carry on through all activities until it's time for Practical Living.

The following extended Debrief will take place during Practical Living. Gather all your kids into one area.

In front of them, take off your tag and throw it in the trash.

Instruct all the other staff and kids to do the same.

"Everybody take off your tag and throw it in the trash. You are no longer members of the green or blue groups. Those groups were just for the purpose of an experiment, and the experiment is now over. Now we're going to take the next few minutes to talk about how you felt about the experiment."

DEBRIEF (Extended)

How would you describe what happened here today?

What did you think when you were assigned to a group as you walked in the door?

All who were members of the blue group raise your hands. How did you feel when you found out that your group had special privileges? How did you feel when you saw the way that the greens were mistreated?

OK -- how did you members of the green group feel when you first saw how you were being treated? How did you feel toward the blues who were being treated so well? How did you feel when the tables turned and you were treated well? How did you feel then when you saw the blues mistreated?

On a chalkboard, write out the words *prejudice, discrimination, racism, justice, culture, misunderstanding, stereotypes, communication, relationships, and reconciliation*.

One by one, help the children define the words (make sure to use concrete concepts and examples) .

Make sure they understand that prejudice is an *attitude of the heart*, while discrimination is an *action* that stems from that attitude.

Ask them to give examples of both prejudice and discrimination from the day.

Ask them to give examples of racism, justice, culture, stereotypes, and reconciliation from their own lives or the lives of others.

Week 2 – Real Leaders Stand for Truth

Be prepared to give examples of how cultures differ from each other so that the children will understand the relationship between culture and misunderstanding, which can then lead to stereotypes and prejudice.

Be sure to end by discussing God's plan for the races. Try to give them a picture of what racial reconciliation looks like and the power it would have to change the world.

WEEK 2 - READ-A-LOUD



“A Pioneer of Compassion”

By Francis T. Miller

The Moral Compass, pg. 671

SUMMARY: This story is about Dorothea Dix. She worked in service to others her whole life; she was following Christ and knew the truth of God’s compassion for us.

PRE-READING QUESTIONS

- 1) **What does it mean to be compassionate?** *(To suffer or sympathize with someone in a difficult situation)*
- 2) **What impossible situation were we in that caused God to have compassion on us? How did He show compassion?** *(We were separated from a relationship with God because of our sins. He sent Jesus to die for us and forgive our sins, making it possible for us to know God.)*
- 3) **What people do you feel compassion for as you look around your neighborhood?**

POST READING QUESTIONS

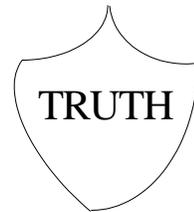
- 1) **What truth did Dorothea Dix defend?** *(No one should be treated inhumanely just because they are ill.)*
- 2) **What happened to the legislators after they heard Dorothea speak the truth?** *(They changed their minds and decided to fight for her cause too.)*
- 3) **How did her life affect the world?** *(She traveled throughout Europe and convinced many places to change their treatment of the mentally ill.)*
- 4) **How do you think God saw her efforts?** *(He saw them as service to Himself.)*
- 5) **What can you do to care for those who are mentally ill?** *(Be kind to them when you see them on the street. Don’t tease or laugh at them. Encourage others to be kind and caring to them. Don’t join in when others say mean things.)*

WEEK 2 - CRAFTS

✂ Shield Of Truth

MATERIALS: Poster board, cardboard, or large sheets of newsprint, scissors, marking pens, and/or crayolas, pencils, hole punch, and yarn

- Give each child a piece of poster board, cardboard, or large sheet of newsprint.
- Show the children how to draw a shield.
- Watch them as they cut out their shield.
- Have them write “truth” on the shield.
- Allow them to decorate the shield with other symbols that represent defending the truth.
- On the shield have them include ways that God has made them special (good student, good athlete, caring person, helper, sensitive person, great sense of humor, heart for the unsaved, etc.).



OPTION: hole-punch the top and string a piece of yarn through the hole to make it easy to hang.

- Remember -- the larger and sturdier the shield, the more apt the kids will be to keep it.
- Suggest they hang their shield in their bedroom or sleeping area so that it constantly remind them how much Jesus loves them.

GUIDED CONVERSATION

Before the children begin to work on their shields, talk about how the shield was used by soldiers to defend themselves.

In **Psalm 91:4** we are told "His (God's) truth shall be thy shield" (KJV).

How does God's truth protect us like a shield?

The Bible says that Satan is the author of lies -- he lies to us to bring us down. **What lies does he tell you and others to bring you down?** (*You're no good, you can't succeed, you should steal to get what you want, etc.*)

WEEK 2 - RECREATION

DAY ONE: Move Ahead, Fall Back

MATERIALS: A chair for each child

SET-UP:

- Place the chairs in a circle, seats turned to the inside of the circle.

TO PLAY:

- Sit the children in the chairs.
- State the instructions listed below.
- Have the children respond according to the directions.
- Know that the children will eventually be sitting on top of each other (that's what makes the game fun).

INSTRUCTIONS (during game):

- 1) Move ahead one seat if you brushed your teeth this morning.
- 2) Move ahead two seats if you went to school today.
- 3) Move back three seats if you are wearing the same socks you wore yesterday.
- 4) Move ahead one seat if you got an "A" in reading on your last report card.
- 5) Move back two seats if you didn't eat breakfast this morning.
- 6) Move ahead one seat if you've eaten an apple today.
- 7) Move ahead two seats if you've eaten a vegetable today.
- 8) Move back two seats if you didn't turn in homework today.
- 9) Move back five seats if you called someone a name today.
- 10) Move ahead four seats if you told your mom you loved her this morning.
- 11) Move ahead three seats if you washed your hands before lunch today.
- 12) Move ahead six seats if you hugged your S.A.Y. Yes!® staff today.
- 13) back three seats if you belched loudly today.
- 14) Move ahead ten seats if you put a napkin in your lap at lunch today.
- 15) Move back three seats if you picked your nose today.

- 16) Move ahead ten seats if you said prayer before lunch today.
- 17) Move back one seat if you griped to your teacher today.
- 18) Move eight seats if you read your bible before bed last night.
- 19) Move back five seats if you drank a soda yesterday.

(Make up your own questions to fit the children at your S.A.Y. Yes![®] Center.)

DISCUSSION

Are the children able to laugh at themselves? Are they able to laugh with someone without putting that person down? Explain that we must allow others to speak truthfully to us without condemning that person (such as in a confession of sin). We do not condone the sin, but we support the person in his/her attempt to grow. We are all more apt to grow if we know we can be honest with one another without the fear of rejection.

Why is telling the truth important in this game?

Could've this game have been fun if no one told the truth?

DAY TWO: Blindman's Bluff

MATERIALS: Blindfold

TO PLAY:

- Play this game in a confined area - perhaps a small (relative to size of group) room.
- Choose a blindman and blindfold him/her.
- As the other players move around, he tries to grab one.
- The player who's grabbed gets to be the next blindman.

ALTERNATIVE

- You may give the "grabbed" person a consequence, then allow the present blindman to choose the next blindman.
- Set a time limit for the blindman. If she doesn't grab someone within the time limit, she gets a consequence and the person furthest from her becomes the next blindman.

DISCUSSION

Many times people are looking for truth in their lives, but like the blindman, they are just grabbing in the dark.

Where do we believe that all truth comes from?

Knowing Jesus can help us make truthful decisions about what areas in our lives?

DAY THREE: Balloon Volleyball

MATERIALS: Several large, fully-blown-up balloons

O	O	O	O	
O	O	O	O	O
O	O	O	O	O
O	O	O	O	
O	O	O	O	O
X	X	X	X	
X	X	X		X
X	X	X	X	
X	X		X	X
X	X	X	X	

TO PLAY:

- Divide players into two teams.
- Players sit on the floor facing the “net.”
- Bat a balloon to one team.
- The kids try to keep it in the air, and bat it over to the opposing side.
- They may only touch it three time before it goes over the “net.”
- The players must keep their bottoms on the floor at all times.
- Points are scored if:
 - the ball touches the ground on the opposing team’s side.
 - more than 3 players on the opposing team touch the balloon before it passes over the “net”.

DISCUSSION

In this is game it is hard to remember that “there is more joy in obeying and following the rules than winning at any cost.” At the beginning when we discuss the rules, they’re easy to remember.

When does it get hard to remember the rules?

How does it affect the game when everyone starts playing without the rules?

We all get excited and forget. But we must all work on remembering the truth even when we’re excited and caught up in the game.

DAY FOUR: Free Play

DISCUSSION

How did you guys stand for truth on the playground today?

Does anyone admit forgetting to

REAL LEADERS DEPEND ON JESUS: WEEK 3

WEEK 3 – BIBLE CLUB

- LESSON AIM:** To help the child understand that a real leader depends on God.
- SCRIPTURE:** Genesis 40-41 (Joseph in prison)
- MEMORY VERSE:** "To this you were called, because Christ suffered for you, leaving you an example, that you should follow in His steps." 1 Peter 2:21

This week we see Joseph's tremendous faith in God despite overwhelming circumstances. This lesson covers Joseph's time in prison, his release from prison, and ultimately his rise to success.

Joseph was so in tune with the kids Spirit while in prison, that God used him to interpret dreams for some of Egypt's most important men. Those men promised to remember him to Pharaoh, but two years went by before one of them did. Finally Joseph was taken before the king to interpret his dreams, and through doing so, won his favor.

After years of living under false accusations, Joseph was released from prison and became the second most-powerful man in all of Egypt. Suddenly he was given national status and acclaim. While most of us would have grown proud and arrogant, Joseph humbly gave all glory and credit for his success to God. Even after becoming second in command in a heathen land, he stayed true to his faith and gave his children Hebrew names.

The amazing thing about Joseph's story is his faithfulness to God during even the darkest hours of his life. Under circumstances that would've left most of us bitter, self-dependent, and isolated from our faith, Joseph continued to trust the Lord. Joseph faithfully depended upon God and served Him -- whether he was in a pit or at the pinnacle of success.

Similar to Joseph, most of us have faced dark times when it might've seemed that God had failed or forgotten us. Already our children have also faced such times. If they are to be leaders in these days, the spiritual warfare against them is eminent. There will be dark days ahead. However, God **always** has a light at the end of the tunnel. Like Joseph, that light may be years away, but we must challenge them to hang on long enough to see God's entire picture.

Discipleship
Tip

DISCIPLESHIP TIP: Talk to kids about times when they might've felt God failed them. Guide them to see God's faithfulness and provision even during times of sorrow. Encourage them to hang on through present circumstances or those in the future.

Hook

Tell the children that you are going to do an activity called the “**Trust Fall.**”

- Line the children up in front of you.
- Choose the smallest child in the room to come and stand beside you.
- Choose the next child in line and stand him/her in front of you, his/her back facing you.
- The child is going to fall backwards, keeping his/her legs straight, and trust that someone will catch them. (You may need to demonstrate with another adult.)
- **Before falling, each child needs to choose whether or not the small child will catch them, or whether you will catch them.**
- Have each child in the room complete the activity, including your small helper.

For children junior high and up, a better idea might be:

- Have each child stand on a chair, tree stump, bench, etc. (something approx. 1-1 1/2 feet off the ground).
- Make two lines of three people facing each other.
- They should step forward and lock arms across, with each person holding onto the other's elbows.
- The person falling can then fall back into this human web.

DEBRIEF

After each child has completed the exercise, sit the children down and discuss the following questions:

What did you think when I told you that each of you were going to have to fall into someone's arms?

How did you feel when it was your turn to go?

How many of you chose to fall into my arms? How come?

Why is it easy for you to trust me to catch you? How would you've felt if you would've had to fall into the other person's arms?

What if some big stranger came into the room and wanted to play? Would you trust him to catch you? How would you feel falling into his arms?

To all the people at the end -- was it easier for you to go than the people at the beginning? Why?

What would have happened if I had started dropping people? Would you have still trusted me? Why not?

Today we are learning that real leaders depend on Jesus. You just had the experience of depending on me to catch you when you fell. Just like today, there are times when God asks us to do something that is scary, or when things aren't going well in our life, and we have to depend on Jesus. In today's Bible story, we're going to learn more about Joseph; you'll see that Joseph continued to depend on God when things in his life weren't going well, even when some would've thought that God has already failed him.

Bible Story

Read the story of Joseph in prison (taken from Genesis 40 & 41) from a children's Bible story book. **Before presenting the story, read through it and make a sign for each part.** We've tried to list every possible part, so that every kid can play something.

Pharaoh, King of Egypt	chief baker	wine taster
Joseph	Potiphar	three branches
three baskets of pastries	birds	party-goers
the fat cows	the skinny cows	grain stalks
magicians and sages		

Assign parts before reading the story, taping the sign to the chest of whoever plays that part. Have the children act out the story as you read.

“Let's look at a story of a man who didn't depend upon himself in a hard situation, but depended on God and gave God all the credit for taking care of Him. Each one of you will have a part of someone in the story; act it out as I read aloud. Be sure to listen so you'll know when you're supposed to be acting.”

DISCUSSION QUESTIONS

Was Joseph having a hard life during this time? Why? (*Yes, because he was in prison for something he didn't do.*)

Who else were thrown in prison while Joseph was there? (*Two of the king's assistants*)

What problem did they discuss with Joseph? Did Joseph help them? (*They had dreams they couldn't understand -- Joseph interpreted the dreams for them.*)

Who did Joseph give credit to when he interpreted their dreams? (*God*)

What did Joseph ask of them as a result of his helping them? (*That they would tell Pharaoh about him when they got out*)

Week 3 – Real Leaders Depend on Jesus

Did they do what he asked? How much longer was it until they told Pharaoh about Joseph? *(No -- one was killed and the other forgot about Joseph. It was two years.)*

How would this story be different if Joseph was depending on them, not God, to get him out of jail? *(He would've been bitter -- God couldn't have used him while in prison.)*

How did God bless Joseph when he was finally released from prison? *(He was put in charge of all of Egypt.)*

Did God prove Himself to be dependable in Joseph's life? Was there anyone else in the story who did not fail Joseph at some point? *(Yes. No.)*

What does the word "depend" mean? What does it mean to depend on Jesus? How is that different than depending on other people or yourself? *(It means to trust Him and trust what He says. He never lets you down while people will.)*

Jesus made us a very important promise in Hebrews 13:5. He said, "Never will I leave you; never will I forsake you." Jesus is the only One who can make that kind of a promise because He is the only One who NEVER EVER fails us. I will fail you, your parents and other teachers will fail you, even pastors and friends. But Jesus loves us with a perfect love, and He promises us that He will never leave us or forsake us.

What are some situations that might force us to depend on Jesus?

In the same way that it's easy for you to trust me because you know me, is it easier to trust and depend on Jesus as you get to know Him?

What are some ways of getting to know Him?

Just like the students who saw other students fall and get caught, is it easier to depend on Jesus when you see Him working in the lives of other people?

Does anybody have a story of how they've seen God work in someone else's life and have then had an easier time depending on Jesus?

WEEK 3 - SKITS

CHARACTERS: Bobby, Mr. James ("Mr. J"), a Center staff member

SCENE: Mr. James is driving Bobby home after an awards ceremony at the center.

Bobby: Thanks for driving me home, Mr. J.

Mr. James: No problem, Bobby. I'm really sorry about your mom.

Bobby: Man, I can't believe her! She always does this to me. She says she's gonna do something, but then doesn't. Says she's gonna show up somewhere, but then doesn't. I even told her I was gettin' that award tonight. I can't depend on her for nothin'!! When I get home, she'll probably be lying on the couch drunk.

Mr. James: I know how you feel, Bobby.

Bobby: Do you?

(Mr. James nods.)

Mr. James: Yeah, my dad used to break promises to me all the time.

Bobby: 'Cuz he drank too much?

Mr. James: No, 'cuz he was too busy. When I was growing up, my dad was a salesman, and he was determined to make it big. Weekends, evenings, whenever, he was at the office or hitting the streets. The only time he was around much was Sundays, and then he was worn out. The whole time I played basketball in high school, he only saw three of my games. And I was the star player. Funny thing was, he never did make much money.

Bobby: Wow...did you hate him, Mr. J?

Mr. James: I felt like I did. Then I became a Christian and God helped me to forgive him. I'm still working on that to this day, but I can say I love him now. The big thing I've learned is that people always let you down, but God is there when they do.

Bobby: I don't know about that. I wasn't too impressed that God let Joseph sit there in prison for two years. I woulda been mad if I were him!

Mr. James: I'm sure Joseph wondered sometimes what God was up to. But look at the end of the story-- Joseph became the second most powerful man in all of Egypt.

Bobby: *(with a grin)* So are you saying I'm gonna grow up to be vice president or somethin'?

Mr. James: *(laughs)* Well, I can't promise that, but I can promise that even when things seem really bad, God is working in the midst of it. You just can't always see it at the time.

Bobby: Yeah, I guess that makes sense. But sometimes -- I just wish my mom was normal!

Mr. James: I know Bobby, and so does God. He cares about what you're going through and He wants to hear it from you. Tonight before you fall asleep, just talk to God. Tell Him that you're mad about tonight, that you're disappointed. He wants you to tell Him.

Week 3 – Real Leaders Depend on Jesus

Bobby: OK, I can do that.

Mr. James: Here's your house. I'll wait 'til you get inside, OK?

Bobby: Yeh. Thanks a lot Mr. James. I'll see ya tomorrow!

Mr. James: See you tomorrow, Bobby.

DISCUSSION

Why was Bobby upset? *(His mom had promised she'd come see him get an award but didn't show up.)*

What did Mr. James ask Bobby to do about it? *(Talk to God about what he was going through and how he felt.)*

Most times God doesn't change our circumstances but is there in the midst of them with us. How can having God there help us when we're going through something?

WEEK 3 - MEMORY VERSE

MEMORY VERSE: "To this you were called, because Christ suffered for you, leaving you an example, that you should follow in His steps." 1 Peter 2:21

Toss A Verse

MATERIALS: A small ball

- Sit the children in a circle, either on the floor or in chairs.
- As the leader, toss the ball to a child and call out a verse reference (i.e. "1 Peter 2:21").
- Have the child quote the verse and toss the ball to another player, calling out a reference as he tosses the ball.
- If the first child is unable to quote the verse correctly, give him a "consequence" (i.e. sing a song, do fifty jumping jacks, run in place until told to stop, tell the group a food he dislikes, etc.)

Team Toss A Verse

MATERIALS: A small ball

- Before playing, set a certain amount of S.A.Y. Yes!® dollars as the prize for the winning team.
- Divide the children into two teams.
- Sit the teams in two rows, facing each other.
- Have a child on team #1 toss the ball to an opponent.
- As the child tosses the ball, shout out a verse reference.
- If the "catcher" can quote the verse correctly, give his team a point.
- No child can receive the ball a second time until every other child has received it once.
- The team with the most points at the end wins.

Memory Verse Relay

MATERIALS: A chair, paper for each team, verse written out for each child.

- Divide group into teams with no more than ten on a team. Mix the ages.
- Line teams up at one end of the room with chairs at the opposite end.
- When the leader says, “Go!” the first player from each team runs to the chair. They write down the first word of the verse, then return and tag the second player.
- The second player then runs and writes down the second word and so-forth.
- If a player gets to the chair and discovers the verse is being written incorrectly, he must change it. However, only one word can be changed by each player.
- The verse reference counts as one word.
- If you have enough adults, have one stand at each chair to observe the team’s progress.
- Children may study the verse while they are waiting for their turn. (This is up to the staff.)
- The first team to correctly write out the verse with the reference wins.

WEEK 3 - PRACTICAL LIVING

Real Leaders Get Involved In Their Community

- Schedule a field trip to a local government building. Arrange for a Center tour of the city courthouse or civic building.
- Try to arrange for the children to hear from a city councilman, a judge, or even the mayor if possible.
- If you can schedule this, have the children come up with questions to ask the speaker beforehand. (Some of the discussion questions listed below might be good questions to ask the official.)
- Schedule a debrief time immediately following your trip. (Maybe this can take place in vehicles on the way home.) Change the questions according to the elected official the children are able to meet.

DEBRIEF

What did you learn today about our community? *(About our government?)*

Did anything on our tour surprise you?

What about when you met Mayor _____? **Did anything about him/her surprise you?**

How did you feel being in the presence of the mayor? Were any of you intimidated?

Does being in government automatically make you a good leader in God's eyes?

What makes a good mayor in God's eyes? *(His/Her character, how he treats the people, if he follows Jesus, if he's honest)*

What makes a bad mayor in God's eyes? *(His/Her character, how he treats the people, if he follows Jesus, if he's honest)*

What makes people vote for a certain person?

What should we, as Christians, consider when deciding who to vote for?

What other ways can we be involved in government besides running for office? *(Writing letters to representatives, voting, campaigning for candidates, signing petitions, staying informed about community happenings, praying for government officials, etc.)*

What other ways can we be involved in our community besides government? *(Volunteering for community services such as shelters, youth programs, literacy programs, etc., keeping our community clean, shopping in the community, keeping the community safe through neighborhood watch organizations, praying for the community, living in the community after we have attained success!)*

Be sure to set aside time in the near future for the children to write thank-yous to the speaker.

WEEK 3 - READ-A-LOUD

'The Volunteer at Auschwitz'

By Chuck Colson *The Book of Virtues*, pg. 803

Nazi Germany proves that man's sinful nature can cause him to commit the gravest atrocities. In that horrible place, so many people were treated inhumanely. Be sure to give the children some historical context before reading this story.

SUMMARY: This is one man's story of how depending on God made him a real leader for others who were also suffering.

PRE-READING QUESTIONS

- 1) **What makes a man or woman a good leader?**
- 2) **How does a good leader treat the people who are following him/her?**

POST READING QUESTIONS

- 1) **What are ways that Kolbe depended on God?** *(He chose to stay and wait for the Nazis to come get him instead of endangering his church family. He died for another man because he knew God would help him and be with him when he died. He helped others die depending on God.)*
- 2) **How did this make him a better leader?** *(He was able to endure things that most people could not. It made him very brave.)*
- 3) **Why was he able to depend on God so much?** *(He had a very close relationship with God.)*
- 4) **What can you do to learn to depend on God and become a better leader?** *(Get to know Him through prayer, Bible study, church, and others.)*

WEEK 3 - CRAFTS

✂ Picture Box

MATERIALS: 8 1/2 X 11 sheet of paper per child (can be typing or construction paper), pencils, markers, rulers (or cardboard cut 1" wide), glitter, glue

Make sure you show the children your example before beginning.

- Give each child a piece of paper.
- Show them how to fold the paper so it forms a box.
 - Lay the ruler along the edge of the paper and fold.
 - Do the same along all four sides of the paper.
 - Lift the folded sides up.
 - Each corner will have excess paper sticking out. Crease that paper along the bottom edge, folding it into a flap. Then fold and glue that flap around the corner, onto the next side. (This will only make sense as you do it.)
 - Do this to all four corners.
- Have the children write "I WILL TRUST IN GOD" inside the box.
- Let them use markers and glitter to decorate.
- Optional: Tape or glue yarn on the back to form a hanger.

GUIDED CONVERSATION

As the kids work on the picture box, discuss why it makes sense to trust God.

Tell them about your experience.

In your life, why has trusting God never been a mistake? Have there been times when trusting God seemed foolish from a human perspective, but because you did, the outcome was much better than if you had done your own thing? Has God allowed situations that you still don't understand, but yet KNOW, because of past experiences, that He's still worthy of your trust? Share these experiences with the kids.

What is a situation that you have to trust God for right now?

WEEK 3 - RECREATION

DAY ONE: Ping Pong Blow

MATERIALS: Long table, 1-2 ping pong balls

OBJECT: Blow the ball of the other team's side of the table; score 5 points.

SETUP:

- The game is played two teams at a time. Create teams of around 6-10 children so that it won't be too crowded around the table. Make sure to mix ages and sizes.
- Place the table (or tables) in an area where there is room for children to surround it.

TO PLAY:

- Players kneel on the floor around the table. (If they are short, they may stand.)
- Teams stand on opposite sides of the table.
- When the adult says "Start," the ball is placed in the middle of the table, and everyone begins blowing.
- Whichever team is able to blow the ball off the other team's side gets one point.
- The ball then goes back in the middle of the table, and the blowing begins again.
- NO HANDS ARE ALLOWED ON THE TABLE AT ANY TIME.
- Knees must be kept on the floor. (If they are standing, they cannot move their feet.)
- Any child who disobeys the rules (i.e. moves or touches the table) must sit out the remainder of that round.
- The first team to receive 5 points wins.

DISCUSSION

Observe the kids as they play. Do they get so caught up in the excitement that they forget to obey the rules?

When are some times that you feel like doing your own thing instead of following the rules?

Where there any times today when you got so excited you were out of control? What happened?

Why is it important to be self-controlled at all times, even when we're excited?

We may know the rules God has give us, but get so caught up in life that we depend on our own strength and wisdom rather than God's. A real leader understands that he/she cannot do his/her own thing but must follow God's law at all times. Only in following God's law will we ultimately succeed.

DAY TWO: Team Sardines

MATERIALS: None

OBJECT: To have all your team players hidden away with the opposing team's "sardine."

SETUP:

- Divide the children into two large teams.
- Each team selects a person to be their “sardine.”

TO PLAY:

- The sardines each go and find a place to hide. The hiding place must be large enough so that all the children from the other team can squeeze into it.
- Give the sardines to the count of 20 (or some number) before the teams come looking.
- Once the sardines disappear from view, have a person count backwards aloud, shouting, “Ready or not, here we come!” at the end.
- When the count is finished, the other children go out to find the opposing team's sardine.
- When a player finds the **opposing** sardine, the player hides with him. They must remain very quiet so that it's difficult for the others to find them.
- If children cheat by making noise or exposing a hiding place, their team loses points. (This must be monitored carefully by the adults.)
- The first team to have all its players hidden away with the **opposing sardine** wins.

DISCUSSION

As the children play, observe whether they obey the rules or do their own thing. Observing the rules displays a form of trust, which comes from depending on God. Sometimes we may not understand the reasons for a rule, but it is still important to obey. It is then that we need to trust the most.

What are some consequences of not obeying the rules in this game? *(If a player cheats making noise or telling to expose a hiding place, his/her team loses points.)*

What are some natural consequences? *(i.e. cheating removes the challenge and therefore the fun.)*

As Christians, we depend upon Jesus because we know He is trustworthy, and He always has our best in mind. We can trust that the rules He gives us are to protect and provide for us, not to restrict us unnecessarily.

DAY THREE: Steal The Bacon

MATERIALS: Something to represent the “bacon,” such as a chalk eraser, a rag, a small box, etc.

OBJECT: To earn points by either carrying the "bacon" back to your place in line without getting tagged OR tag the player who's holding the bacon before he gets to his place in line.

SETUP:

- Divide the kids into two teams.
- Each team forms a line. The two lines face each other.
- Number each team member, starting the numbering at opposite ends of the line. (So if there were 10 players on each side, #1 on the first team would be standing across from #10 on the second team.)

TO PLAY:

- Lay the “bacon” on the ground, centered between the two teams.
- The adult calls out a number.
- The two players with that number run to the center and try to grab the “bacon.”
- Once a player has grabbed the “bacon,” the opposing player tries to tag him before he gets back to his place in line.
- If the player holding the “bacon” makes it back to his place in line without being tagged, his team gets a point.
- If the player holding the “bacon” gets tagged by the opposing team member, the opposing team gets a point.
- The player with the “bacon” may drop it if he thinks he is going to be tagged. (He must be holding it when he is tagged in order for the other team to get a point.)
- The player with the “bacon” may kick or toss it, but he must carry it across the line in order to receive a point.
- The team with the most points at the end wins.

DISCUSSION

One goal of playing this game is to win. But the real reason we play games is what? (*To have fun, to learn, to build relationships.*)

A team wins officially by scoring the most points. But really, everyone playing this game can "win." How? (*By enjoying themselves, having a good time, learning, getting to know each other.*)

Even game participation teaches us about depending on the Lord. If we have learned to depend on God, we don't have to be in control at all times. When we trust Him, we can have fun no matter who wins because we know that God is in control. Losing will not be the worst thing that we encounter.

DAY FOUR: Free Play

MATERIALS: All your outdoor and indoor play equipment

As the children play, consider:

- Do the children play just with the toys that are set out?
- Do they make up games or play games they've learned at the center?
- Are there ways the adults can encourage or teach them to join in creative play? (i.e. suggest they play tag, hide-n-go-seek, four-square, etc.)

DISCUSSION

Sometimes we get frustrated with each other when we're playing together. **What are some situations that frustrate us?**

How does depending on God help us with our frustrations? (*When you depend on God, you have Him to help you deal with your frustrations and not take them out of others. He gives you the strength to do the right thing, like telling the teacher when you've been wronged instead of throwing a temper tantrum. He also gives us the strength to forgive each other when we are wronged.*)

Real leaders don't have to bully others on the playground. Real leaders depend on God and know He will work things out for their good. They can rest in Him and not take frustrations out on others.

REAL LEADERS FOLLOW GOD'S PLAN: WEEK 4

WEEK 4 – BIBLE CLUB

LESSON AIM: To help the child understand that real leaders follow God's plan for their lives.

SCRIPTURE: Luke 5:1-11, Jeremiah 29:11

MEMORY VERSE: "To this you were called, because Christ suffered for you, leaving you an example, that you should follow in His steps." 1Peter 2:21

This week we study the amazing narrative of Jesus' encounter with Simon Peter. By the end of the story, Peter leaves everything and follows Christ.

This was not Peter's first time with Christ. Simon had seen Jesus do miracles in the synagogue. He had even had Jesus over for dinner; while there Jesus healed his mother-in-law (Luke 4:33-39). Peter and the other fishermen had even heard Christ's call, "Follow me." (Mark 1:16-20) And while they may have had an allegiance toward Him, they had not yet joined Him in full-time ministry.

The great miracles that Peter had seen Jesus perform had not yet penetrated the deepest parts of his heart. Jesus knew though, as only Jesus can, exactly where and how to get through to this fisherman. After that day when Peter pulled up those nets, breaking because they were so laden down with fish, he was never the same.

When Peter realized what Jesus had done, he was astonished. The text translates that he was "seized" by "amazement". He took the last steps, finally heeding Christ's call completely, and left everything to follow Him.

Jesus' request that the men cast their nets seemed quite ludicrous at the time. Not only had they just returned from a full night of unsuccessful work, but Jesus was asking them to fish at the worst possible time of day.

We too will be astonished at what Jesus does with our lives when we take steps of faith, cast aside everything, and follow **His** plan. Jesus will do the greatest miracles when His requests look most impossible.

Discipleship
Tip

Grab a Bible and show a child how to look up scriptures. Choose a few basic verses and have them practice (i.e. John 3:16). Talk with them about the importance of reading God's Word to discover His plan for their life. See Also: **Suggestion** at end of **Bible Club Discussion Questions**.

 **Hook**

MATERIALS:

Homemade play dough (recipe below) or bulk clay from a teacher's supply store,, 6 Popsicles sticks per child, one sheet of wax paper per child, one copy per child of both plan sheets (see attached sheets)

Recipe: Mix 1 cup salt, 1 cup non-rising white flour, and 1/2 water together in a large bowl until dough is formed. Add more flour if mixture is too sticky. May add food coloring if desired. Store in gallon zip lock bags.

NOTE: -- this mixture will only make enough for 3-4 children, so plan accordingly.

DAY BEFORE:

- Prepare enough homemade play dough so that every class will have a batch (see above recipe).
- Divide the dough up according to the number of classes; making sure the amount of dough is divided according to class size.

DAY OF:

- Give each child in the class a large hunk of play dough, 6 Popsicle sticks, a piece of wax paper (about 1 foot across), and Plan Sheet A.
- Plan Sheet A gives directions to make a smiley face. The materials they've been given are for building a house (Plan Sheet B). Keep this a secret from the children.
- Pair the children up so that they can help each other with the reading. Balance out the weak readers with stronger ones.
- **Explain:** You have all the materials necessary to complete a surprise project. No one knows what the end result will be, but on your piece of paper is the plan you'll need to follow to finish. You must follow your plan exactly, step by step, or your project won't turn out right.
- Don't tell the children that the plan you've given them is the wrong plan -- a plan to make something they don't have the materials for. There is no way to complete the project according to the plan they've been given.
- Build up the anticipation of discovering the end result.
- As the children start to notice that they don't have the right materials and begin complaining, ignore their cries, and tell them to read over their plan again. Act as though you don't really believe them.
- When all the children have run into trouble, and it becomes obvious that they really cannot go any further, explain that you might've given them the wrong plan.
- Begin to search the room until you "find" the right plan.
- Pass it out to all the children and tell them to try again.

Week 4 – Real Leaders Follow God’s Plan

- After all the children have completed their project, give tickets to the children who followed their plan correctly and ended up with a house.

For K-1 Classes:

- If your students have not yet learned to read, read through the instructions step by step with the students.
- Give them time to complete each step before reading the next.
- As with the above instructions, pretend disbelief when the children first discover that they can't follow the plan.
- Continue on as the above instructions explain.

DEBRIEF

How did you feel when you first heard that we were doing a special surprise project today?

What were my instructions to you before you started the project?

What happened when you started to do the project according to the first plan I gave you?

Could you have finished the project with the first paper I gave you? Why or why not?

How did you feel when you couldn't go any further? When I didn't believe you at first? Why?

What did you think when I gave you the second paper? Did the second plan work? How did that make you feel?

Why did the second plan work when the first one didn't?

The reason that the first paper didn't help you finish your project was because it was the wrong plan. If you had had all the materials and followed it exactly, you would've created a big happy face. But the plan you needed was the plan to make the house. Any other plan was no help to you at all, even though it may have looked good in the beginning.

In life, we will see that many people have a plan to offer us for our lives. Your parents and relatives may have their plans for your life; you may even have your own plans of what you want to do with your life. However, just like today, if you follow the wrong plan, you will not be able to really accomplish what God intends for you. God is the only one who really knows what is best for our lives, so we must ask Him every day what His plan for us is.

Today we will meet Peter, a disciple of Jesus', who was willing to set aside his own plan for his life in order to follow God's.

SURPRISE PROJECT - PLAN A

1. Take your hunk of play dough, and roll it between your palms until it becomes a round, smooth ball.
2. Lay your ball in the middle of your wax paper and smash it flat with your palm. It should now be a flattened circle.
3. Take your piece of string and lay it across the bottom of your circle. Shape it like a C on its’ back.
4. Take a button and place it in the middle of your circle.
5. Take your last two buttons and place them beside each other, about an inch apart, directly above the button in the middle.
6. What do you have?

SURPRISE PROJECT, PLAN B

1. Take your hunk of playdough and break off 5 small pieces.
2. Roll each of the 5 pieces between your palms until it becomes a round, smooth ball.
3. Take 4 popsicle sticks and arrange them in the shape of a square.
4. Connect the popsicle sticks at each corner by placing a ball of dough over the top of both stick ends and gently pressing the ball of dough into a flat circle.
5. Continue until all four corners are joined by playdough circles.
6. Take your last two sticks and place them above the square in the shape of an upside-down V. (Like this \wedge).
7. Connect the \wedge at the point by placing a ball where the sticks join and flattening it, just like before.
8. Connect the \wedge to the top side of the square by pushing the ends of the sticks into the playdough circles at the 2 top corners. (The top side of the square and the \wedge should form a triangle if you did it right.)

What do you have???

Bible Story

MATERIALS: A "Peter" costume, i.e. a robe, head covering, sandals, etc.

Below is an example of how Peter might've told his story of meeting Jesus for the first time.

Step outside your room and come back in dressed like Peter or...ask another volunteer to play Peter's part.

Tell the story to the children as dramatically as possible. "Peter" can improvise and act according to his own personality, rather than try to memorize the lines below. They are given mostly for example.

Peter's Monologue (Based On Luke 5:1-11)

"Good afternoon kids. Your staff has asked me to come today to share with you about a very special day in my life -- ah yes, I remember it as though it were yesterday -- the day I first met Jesus.

I was a fisherman by trade, you see. Fishing was my livelihood, the way I helped feed my family and myself. It was my life -- the only one I'd ever known. The most important things I owned (really the only things) were my boat and my nets. When you guys think of fishing, you see a pole and a little worm on a hook, but when people fish for a living, one little pole isn't enough. Can you image trying to catch enough fish to sell by using a pole? No -- my crew and I had HUGE nets that we would let down deep into the water until they filled with fish, then pull them back up into the boat. Yes, my boat and my nets were everything to me.

So anyway, my crew and I had had an very, VERY long night at sea. We'd been out all night and hadn't caught a single fish! We were incredibly exhausted and incredibly frustrated. An entire night of work and not a dollar to show for it -- how would we make up for the lost wages? Having finally given up and come to shore, we were standing, cleaning out our nets, when this man approached me. He asked if I would use my boat to take him out in the water a little ways. His name was Jesus, and He was talking to this huge crowd of people -- so many that they had backed him up all the way to the water. He thought if I took Him out into the water, then He could preach to the crowds from there.

"Well," I thought, "Why not?" After all, I wasn't planning on going fishing again anytime soon. At least that wasn't my plan! So anyway, I take Jesus out in the water, and He's preaching to all the people, and He gets all finished, and He says to me,

"Simon" (that's the name I went by back then), "go out into the deep waters, and you'll catch a lot of fish."

Well, I thought the man was crazy -- after all, we'd been out all night trying to fish without catching a thing, and I told Him so --- but when that didn't seem to change His mind, I just went along with Him. I'm not really sure why I listened to Him, to be honest. I mean, what did He know about fishing? But if He wanted to make a fool of Himself, that was fine with me. He'd surely learn soon enough.

Week 4 – Real Leaders Follow God’s Plan

So, we sail out to the middle of the lake, let down our nets expecting nothing, and the next thing I know -- I can't even DESCRIBE it, really -- it was -- it was INCREDIBLE!!! There were fish everywhere -- more fish than I'd EVER seen in ALL my years of fishing - - it didn't even seem REAL! There were so many that our nets started to tear. We called to our other boat to help take some of the fish, and they came, but even with their help, when all the fish were loaded into the boats, both boats started to sink! We were really scrambling to get back to shore!

It wasn't until some of the commotion died down that what happened really hit me. Who was this man that was with me? Who could He be that He had this kind of power?? I was so awestruck by what He had done, by who He had to be. How could I stand there in His presence, the kind of man I was? For surely if He knew the seas...He knew me. Surely He saw my heart, had known my thoughts and doubts... I fell on my knees before Him and begged Him, "Master, please leave me! I'm too much of a sinner to be around you!"

(Long pause as Peter suddenly quiets down, his emotions spent.) But when I finally dared lift my eyes from the ground, I was amazed to see Him still standing there, a look of gentle amusement on His face. "Don't be scared, Simon," He said, "from now on you'll go fishing with me, fishing for the souls of men." About that time, our boat hit land. Immediately (we didn't even bother to gather our things -- can you blame us?) we left all our belongings -- yes, I even left my boats, my nets, everything -- even all those fish -- and went with Jesus.

I can't say that I had any idea where we were headed or what life from then on would be like. When I stop and think that we left EVERYTHING behind, just walked away, it's really quite amazing. But we couldn't stop ourselves -- it was like we had no choice. We had to go with this man --- to follow Him, before He got away. Whatever plans He had for us, I was willing to follow. Wherever He led, I knew I was going.

I've been following Him every since. I don't regret a day of it. The things I've seen, the miracles I've lived...yes, without a moment's hesitation, I'd do it all again!... And you all, if you all have any sense at all, if you want to do what's best with your life, then you -- you'll follow Him too."

Peter quietly, thoughtfully, walks out of the room.

DISCUSSION QUESTIONS

When Peter began his story, what had he spent the night doing? How had it gone? *(He'd been fishing and caught nothing.)*

What were Peter’s plans when Jesus first approached Him? *(He was just washing his nets, was not planning to fish.)*

What plan did Jesus have for Peter after He finished speaking to the people? *(He wanted him to go and fish again.)*

What did Peter think of Jesus’ plan at first? *(He thought Jesus was crazy -- that he wouldn't catch any fish.)*

What happened when Peter did what Jesus asked?? *(They caught so many fish that their nets broke and their boats began to sink.)*

What did Jesus say when Peter asked Him to leave? *(He told him not to be afraid because now he could come with Jesus and fish for the souls of man.)*

How did Peter alter his plans for his future when he got back to land? *(He left everything and went with Jesus.)*

Jesus is not on the earth with us today -- what do we have today to reveal God’s plan for our lives to us? *(His Word, His Holy Spirit)*

How do we seek God’s plan for our life? *(By praying every day, reading the Bible, obeying, etc.)*

Why is it important that we seek God’s plan for our lives instead of just what we or others want? *(God created us, planned our lives before we were born, and is the only one who really knows what’s best for us.)*

Help the children **look up Jeremiah 29:11**. (For the younger ones, write the verse on the board where everyone can go over it together.) Reading over a verse as a group will increase their confidence as they're learning to read.

What does this verse tell us about God's plan for each of our lives? *(He desires to give us a future that is for our good, that is hopeful. His heart is not to harm us.)*

How can this verse comfort us when we don't know what's in our future? *(It reminds us that God has planned our life with love and kind intentions, not wanting to harm us but knowing what's best for us.)*

Does this mean nothing bad will ever happen to us? *(No, but we can trust God will carry us through those bad times, as we saw with Joseph last week.)*

CLOSING

Explain that much of God’s plan for us is found in His Word. Stress the importance of reading God’s Word and praying daily. Give examples of ways God has directed you from His Word.

SUGGESTION: Pass out a scripture-reading schedule (for those old enough) to help them start spending daily time with God. Present some kind of reward system where you keep track of their daily devotions and reward them for doing so many in a row. An example of a devotion you could create for them is at the end of this lesson. **See also: *Discipleship Tip***.

WEEK 4 - SKIT

CHARACTERS: Reuben and Maria

SCENE: Reuben and Maria are on their way home from school.

Reuben: Man am I gonna get it!

Maria: What'd you do Reub?

Reuben: I got caught cheatin' on my spelling test! Mrs. Ramirez called Mom, and Mom told her I had to come straight home from school.

Maria: But you told her last night you'd studied for that test -- why'd you cheat?

Reuben: 'Cuz I didn't really study. I just said that so I could go over to Bobby's.

Maria: (*Shaking her head*) Ohhh -- you are gonna get it!!!

(*The two walk away with Maria still shaking her head.*)

DISCUSSION

Where did Reuben first step away from God's plan? (*He chose not to study for his test so he could go to Bobby's.*)

What else did Reuben do wrong? (*He lied to his mom when she asked if he'd studied.*)

What would God's plan have been for Reuben concerning his test? (*Stayed home and studied so he wouldn't have to cheat to do well, wouldn't have been tempted to lie to his mom.*)

WEEK 4 - MEMORY VERSE

MEMORY VERSE: "To this you were called, because Christ suffered for you, leaving you an example, that you should follow in His steps." 1Peter 2:21

Verse Foot Tap

MATERIALS: Two sheets of newspaper

- Divide the children into two teams.
- Lay out two pieces of newspaper (equal size) on the floor between the two teams.
- Write “Team A” in bold on one sheet and “Team B” in bold on the second.
- Team A players try to tap Team B’s newspaper with their feet, and vice-versa.
- Team B tries to keep A’s players from touching their paper, and vice-versa.
- Opposing players cannot touch each other. If a player touches an opposing player, he must go to prison.
- Assign a guard to each team’s prison once a prisoner is placed there.
- Once in prison, a player is free only after getting tagged by a team member.
- Team members will need to work together, taking turns in offensive and defensive positions.
- Any player who is successful in tapping the opposite team’s paper gets a ticket. This ticket allows him to say the verse at the end of the game. (STAFF -- watch closely as this will happen quickly, and you must be prepared to hand out tickets accordingly.)
- Don’t take too long “paper-tapping” so there’ll be time for all ticket-holders to quote the verse.
- Every time a child properly quotes the verse, his team receives a point.
- The team with the most points (not tickets) wins.

WEEK 4 - PRACTICAL LIVING

Real Leaders Follow The Laws Of The Community

Today’s practical living requires a police officer visit your center and speak to the kids about his role in the community. If you do not have someone in your congregation or circle of acquaintances that you can ask to come, then you can call your local police station. When you explain what you want, they will arrange for someone to come down and speak to the kids.

Ask the officer to wear his/her uniform, and bring some of the different tools they use to do their job (i.e. a bullet-proof vest, a billy club, a gun holster, etc.) It is important that kids see items such as guns in the context, which they are supposed to be used. Ask the officer to talk about his/her typical day, the way they handle arrests, why they do what they do, etc. Make sure that they spend time talking about the importance of the law, obeying the law, etc. Have all the children come up with one question to ask. Allow time for those questions.

Be sure to set aside time in the near future for the children to write thank-yous to the police officer.

WEEK 4 - READ-A-LOUD

“Gideon and the Brave Three Hundred”

Adapted from retellings by Frances Dadmun and Jesse Lyman Hurlbut

The Moral Compass, page 624

SUMMARY: This story tells how Gideon followed God’s plan and conquered the Midianites.

PRE-READING QUESTIONS

- 1) **Which do you think is more likely to win a battle -- a big army full of men or a small army with just a few men?**
- 2) **Do you think a small army could win if they had a good enough leader?**

POST READING QUESTIONS

- 1) **How did Gideon follow God’s plan?** *(He went to fight. He sent home the soldiers who were scared. He listened to what God told him to do at the river -- he ended up with only 300 soldiers, yet he still did what God said.)*
- 2) **What kind of a leader do you think Gideon was?**
- 3) **Would you have followed God’s plan in Gideon’s situation?**
- 4) **Why do you think Gideon was able to lead by following God’s plan in this situation?** *(He was willing to obey God even when He wasn't sure of the outcome. He realized that God was the ultimate leader.)*

WEEK 4 - CRAFTS

✂ Potpourri Heart

(This is week one of a two-week project.)

MATERIALS: Scrap cloth pieces, scissors, rose petals and/or tissue paper, eucalyptus oils/spices, glue gun, large needles, appropriate size thread, cloth marking pens

- Make “heart” patterns ahead of time.
- Give each child a pattern and cloth; show them how to cut two hearts.
- Have them cut a third, smaller heart from cloth.
- Show them how to use the cloth marker to write “Thy Word have I hidden in my heart.” on the smaller heart.
- Help them glue the smaller heart onto the face of one of the larger hearts. This will be the front.
- They will finish next week.

GUIDED CONVERSATION

As the children work on their projects, discuss the importance of putting God’s Word in our hearts.

What does it mean to have God’s Word in our hearts?

Is it possible to have God’s Word in our minds and not have it in our hearts?

How can you tell if someone has hidden God’s Word in their hearts?

WEEK 4 - RECREATION

DAY ONE: Balloon Hand And Knee Ball

MATERIALS: Several blown-up balloons

OBJECT: Get the balloon past the other team's end zone to score a point.

SETUP:

- Divide the children into two teams.
- Lay out the playing area (size will depend on the number of children).
- The playing area layout should resemble a football field with a center area and two end zones.
- Lay down rope or masking tape to signify the end zones.

TO PLAY:

- All the players get down on their knees.
- The adult tosses a coin to see who gets first “possession” of the balloon. That team is “Team One.”
- Team One takes possession of the balloon at centerfield, facing the direction of their end zone.
- Team One tries to move the balloon to their end zone.
- All players must remain on their knees at all times.
- Players may carry the balloon in their hands or pass it.
- Team Two tries to stop movement of the balloon by 1) crawling in front of the player with the balloon or 2) getting in between the player with the balloon and his teammates, thus hindering the passing of the balloon.
- **PLAYERS CANNOT TOUCH ONE ANOTHER.**
- If a balloon bursts, the opposing team takes possession of the next balloon.
- The balloon must cross a team’s end zone for the team to receive a point.
- An “extra point” may be made by a player on the scoring team having an opportunity to kneel three ft. from the line and attempt to bat the ball into the end zone.
- You may want to limit the time a team may have possession of the balloon. For example, if Team One has the balloon for two minutes and does not score, then Team Two takes possession.

BE SURE TO CAREFULLY LAY OUT THE DIRECTIONS FOR THE PLAYERS SO THAT EVERYONE FULLY UNDERSTANDS WHAT IS EXPECTED OF THEM!!!

DEBRIEF

After they have played for a while, stop and talk about the rules of the game.

What rules are important for us to follow if this game is to be fun? (*Stay on your knees, don’t touch another player*)

Why are these rules important to follow?

What are some of God’s laws that are important for us to follow? Why?

DAY TWO: Cat And Rat

MATERIALS: None

OBJECT: For the "cat" to catch the "rat."

SETUP:

- Have all the players line up in rows of around five.
- All the players face the same direction.
- All the players in the same row hold hands.

TO PLAY:

- One player is selected to be the “cat” and another player is selected to be the “rat.”
- When the leader says, “Go!” the “cat” begins to chase the “rat” up and down the rows.
- When the leader shouts “Switch!” the rows suddenly switch directions. The players drop hands with the people beside them, then grab the hands of the players in front of and behind them and twist to form new rows.
- Now rows that were running horizontally should be running vertically, or vice-versa.
- The “cat” and the “rat” suddenly find themselves in a whole different maze than before.
- If the “cat” catches the “rat,” the cat can choose a new “rat.”
- Set a time limit, and choose a new “cat” and “rat” every so often.

DEBRIEF

Did the players follow the rules?

Did the rows encourage the “cat” and “rat” or was there grumbling because they weren’t picked?

What does God’s Word say about our interaction and participation with one another? (*1Thes. 5:11, 15 tells us, “Therefore encourage one another and build each other up, just as in fact you are doing...Make sure that nobody pays back wrong for wrong, but always try to be kind to each other and to everyone else.”*)

Make sure to spend time teaching about God’s Word so that they know how to obey.

DAY THREE: Nation Ball

MATERIALS: Two large rubber balls

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

SETUP:

- Divide group into two large teams. Mix the ages. This is a 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.
- 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 where the opposing goalie is standing.
- If a child is hit by a ball above the waist he does not go to the holding tank and a member of his team gets to come out of the holding tank.
- If the opposing player catches the ball thrown at him one of his teammates may come out of the holding tank.
- Players in a holding tank come out in the order in which they entered the holding tank.

DEBRIEF

Watch the children as they play. Do they make the right choices? Do they work as a team? Do they develop a strategy? After playing a couple of rounds, talk about obeying the rules.

Is knowing the rules enough to make you a good player? *(No -- the rules don't help unless we don't play by them.)*

How is this also true with God's Word? *(His Word gives us the truths we need to live a joyful, peace-filled life. However, just knowing the Word and God's plan won't help if we don't live by it.)*

DAY FOUR: Free Play

MATERIALS: All the outdoor and indoor play equipment

Remember that children need to learn to play on their own, without adult interference. As they make rules, decide teams, determine what games to play, etc., they are learning how to interact reasonably.

They need all these skills for adulthood. From learning to form a team and set rules, they learn how to manage a company. They discover who the leaders are and who the followers are. They learn to negotiate and solve problems. These are all essential life skills.

Adults need to be present merely to make sure nothing dangerous happens. Allow them to work through any disagreements. Encourage them to go out and play individually or form games. Encourage them to make up games.

DISCUSSION

Who displayed leadership? How did they do so?

Did the leaders lead the way Jesus would’ve?

For a society to run smoothly, there must be both leaders and followers. However, followers have a form of leadership in deciding who they will follow. As Christians we only want to follow leaders who are people of integrity, people who follow God’s Word. Every leader should be tested against God’s Word.

Encourage the children again to read the Bible everyday so they will know what God’s Word says.

REAL LEADERS TEACH OTHERS TO FOLLOW GOD'S PLAN: WEEK 5

WEEK 5 – BIBLE CLUB

LESSON AIM: To help children understand that real leaders teach others about Christ through the power of the Holy Spirit.

SCRIPTURE: Luke 22:55-62, Acts 2:1-4, Acts 4:1-23

MEMORY VERSE: "To this you were called, because Christ suffered for you, leaving you an example, that you should follow in His steps."
1Peter 2:21

Hook

The goal of this lesson is to let children experience how difficult it is to be a teacher. However, to be real leaders, we must teach others to follow Jesus. The only solution is to ask God to give us the knowledge and power to tell other people about God's plan for their life.

Hook Activity (for 2nd grade and above)

- Divide the children into pairs.
- Sit the pairs in various places around the room (probably on the floor would be best) with their backs facing each other. Spread the groups out from each other as much as possible.
- Hand one child from each pair a drawing on paper (similar to the attached drawing) and the other child a hard surface (book, magazine, etc.) to hold on his/her lap.
- Explain to the children holding papers that they must teach their partner how to draw the picture, and read them the following rules:
 - **You cannot, at any time, allow your partner to see the picture.**
 - **You cannot tell your partner what the picture is (i.e. a face, a car, etc.).**
 - **You cannot direct your partner as to where the items should be drawn, either through touching or pointing toward areas on the paper.**
 - **You cannot draw anything for your partner.**
 - **You cannot talk in specifics ("Draw a face with two eyes."), but can only use shapes to give instructions ("Draw a big circle in the middle of the page. Draw two more circles inside the big circle.")**
 - **You cannot sit face to face, but must remain back to back at all times.**
 - **The object of the game is to see who can draw a picture most resembling that of their partner's.**

Week 5 – Real Leaders Teach Others To Follow God’s Plan

- Practice together “talking in shapes” rather than objects before you allow the children to begin.
- Don’t forget to emphasize that the key is to be a good teacher.
- Give them a certain amount of time to draw the picture, then end the game. When finished, have everyone hold up their drawings, and reward the couple that has the best replica.

DEBRIEF

Teachers, was it hard or easy when you were trying to explain the drawing to your partner? Why?

Drawers, was it hard or easy to listen to your teacher and do what they say? Why?

How did you feel when you turned around and saw your partner's drawing?

What does this activity teach us about the difficulty of being a teacher?

Is it difficult to teach others around us (friends, family, etc.) about Jesus?

As we will see today, God commands us in His Word to tell others about Him. He knows that it is so difficult to do, so He has promised us special power to enable us to do all He has commanded. This power can even take shy, intimidated people and turn them into bold witnesses, as we will see in today's Bible story.

Bible Story

Pull all the classes together and tell them:

Today we are learning about Peter, who started as a man scared to tell others about Jesus, then grew to be the founder of the first Christian church. We are using three passages of scripture to examine Peter (1) before he received the Holy Spirit, (2) when he received the Holy Spirit at Pentecost, and (3) after he received the Holy Spirit. We will use short dramas to portray Peter at each of these crucial times.

- Assign your youngest class to **DRAMA TWO**. This drama does not have any speaking parts, so it will be perfect for your little ones.
- Divide the rest of the center kids into two groups of various ages.
- Assign an adult assistant to each group.
- Assign the two older groups to **DRAMA ONE** and **DRAMA THREE** (one each).
- Hand each group their specific instructions and give them 10 minutes to prepare their drama.
- In ten minutes, pull all three groups back together and perform the dramas.
- Separate and go over BIBLE DISCUSSION QUESTIONS in individual class groups.

DRAMA ONE:

Peter, Before He Meets the Holy Spirit

SCRIPTURE: Luke 22:55-62

- Choose your most articulate child to be the narrator.
- Choose your most dramatic boy to play Peter.
- Choose other dramatic children to play the various people who confront Peter around the courtyard.
- Choose someone to represent Jesus.
- Choose a child to crow when the rooster crows.
- Use your younger and more shy children to act as extra people standing around the courtyard (this is not a speaking part.)
- Emphasize to the children that they are not to just **read** the parts, but to **act** them out as well.

Narrator: It is late at night and Jesus has just been arrested. The soldiers have taken Him to the High Priest’s residence. Peter has followed the soldiers to the courtyard outside. As we join the scene, Peter is standing around a courtyard fire, warming his hands.

(PETER walks up to a group of people standing around a fire, rubbing their hands. The GIRL begins to stare at him.)

Girl: Hey! I know you! You hang out with Jesus!

Peter: Girl! I don’t even know the man!

(SPKER #2 begins to stare at Peter.)

#2: You must be one of Jesus’ boys!

Peter: *(loudly):* I am not!!!

(SPKER #3 stares at Peter.)

#3: Man, you gotta be one of Jesus’ boys ’cuz you sound just like you’re from Galilee!

Peter: *(mad, yelling):* Man, I’m tellin’ you! I DON’T KNOW THE MAN! *(Angrily he stomps off.)*

DRAMA TWO:

Peter & The Believers Meet the Holy Spirit

SCRIPTURE: Acts 2:1-4

- Read the scripture below and help the group put together a short skit.
- Choose a narrator that will announce the title of the skit and read the scripture aloud while the other children act it out.
- **It is very important to announce the title first so that the children can follow what's going on.**
- Choose a child to do sound effects for the rushing wind.
- Have all remaining children represent the Christians.
- **When the "wind" rushes, the Christians place a paper flame above their head, shake like an earthquake, and pretend to speak in a foreign language.**
- Encourage kids to speak their own first language if it is not English -- this is a great chance to build up their uniqueness.

Acts 2:1-4

"Seven weeks had gone by since Jesus' death and resurrection, and the Day of Pentecost had now arrived. As the believers met together that day, suddenly there was a sound like the roaring of a mighty windstorm in the skies above them and it filled the house where they were meeting. Then, what looked like flames of tongues of fire appeared and settled on their heads. And everyone present was filled with the Holy Spirit and began speaking in languages they didn't know, for the Holy Spirit gave them this ability."

(From the Living Bible)

DRAMA THREE: Peter After Meeting the Holy Spirit

SCRIPTURE: Acts 4:1-23

- Choose your best reader to be the narrator.
- Choose children to fill the following parts: Peter, John, 2 Jewish Councilmen. Choose children who don't want a speaking part to play other members of the Jewish Council that will stand around Councilman 1 and 2.

Narrator: Peter and John have just spent the night in jail because of telling many people that Jesus rose from the dead. They have also just healed a crippled man in front of many people. Their witness has led around 5000 people to believe in Jesus, and the Jewish leaders are very upset. As we join them, they are standing on trial before the Jewish Council and are about to be told that they cannot tell people about Jesus anymore.

Councilman #1: How can you go around doing these miracles?!

Peter: (*proudly*): We did these miracles in the name of Jesus and by His power! You crucified Jesus but He rose from the dead!! And His name is the only name that men can call upon to be saved!!!

Councilman #2: Leave us to discuss this!

(*PETER and JOHN walk away from the council.*)

Councilman #1: I can't believe these men!! They speak so well even though they have no education!! What has this man Jesus done for them?

Councilman #2: And everyone in Jerusalem knows they've healed that crippled man!

Councilman #3: Well, let's just tell them to stop talking about Jesus!! Tell them if they do it again, then they'll really be in trouble!!

Councilman #1: Ok, call them back in.

(*A COUNCILMAN retrieves PETER and JOHN.*)

Councilman #3: We've made our decision.

Councilman #2: You must never talk about Jesus again!!!

John: (*boldly*): We can't stop telling people about Jesus. We must obey God instead of you!!!

Councilmen: (*together*): Leave us!!!

(*PETER and JOHN walk away together and begin to pray out loud in unison.*)

Peter And John: Lord, You heard their threats. Give us courage to continue teaching people about Jesus!!!

Week 5 – Real Leaders Teach Others To Follow God’s Plan

DISCUSSION QUESTIONS

What words would describe Peter in the first drama? *(Scared, hostile, coward, easily intimidated, etc.)*

At that point do you think Peter would have been good at teaching others to follow Jesus? Why or why not? *(No because he wouldn't even admit he knew Jesus to a little servant girl.)*

In the second drama, all the believers were meeting together and an amazing thing happened. What was it? *(The Holy Spirit came down in a rush of wind and filled them; everyone began speaking languages they didn't know.)*

What words would describe Peter in the third drama, after he'd received the Holy Spirit? *(Bold, unafraid, unintimidated by even the officials of the land, committed to the Gospel, etc.)*

Why were the Jewish council members so amazed by Peter and John? *(They were bold in proclaiming the Gospel, even to the point of being arrested. They said they could not stop teaching about Jesus.)*

Was Peter a real leader in the first drama? Why or why not? What about in the third drama? *(No, at first he was too scared to even admit he knew Jesus; he denied Christ to others. He was not a good example. By the end He was leading others to Christ and standing up for Jesus in front of the highest leaders in the land. He stood up for what was right and was a good leader.)*

What made the change in Peter from the time he denied Jesus to the time he stood in front of the Council? *(The person and power of the Holy Spirit entered His life and gave him the courage to witness to others about Jesus.)*

The Holy Spirit is the Person that God sent to be with us here on earth after Jesus went back to heaven. The Holy Spirit is God just like God the Father and Jesus Christ. When we ask Jesus to come into our lives, it is the Holy Spirit that comes, too and gives us courage and power to live for Jesus. God the Father, God the Son Jesus, and God the Holy Spirit are three different persons but are also the same. They make up what Christians call the trinity. This is a mystery that we don't fully understand but trust God to be true.

According to Acts 5:42, how is Peter an example to us on how to be leaders in our communities? *(“Day after day...they never stopped teaching and proclaiming the good news that Jesus is the Christ.”)*

Have you ever felt afraid to tell someone about Jesus? What happened?

CLOSING

Have each child think of one person with whom they would like to share. Encourage them to pray for opportunities and boldness to share with that person. Close in prayer allowing each child to mention the name of the person he/she'd thought of.

WEEK 5 - SKIT

CHARACTERS: Maria and LaTasha

SCENE: Maria and LaTasha are sitting at the snack table during the center.

Latasha: Maria, I got something to tell you!

Maria: What’s up, girl?

Latasha: Remember when Miss Jackie had us pray to talk to one person about Jesus last week?

Maria: Yeah...

Latasha: Well I was really praying that I could say something to my cousin Shonda. And while she was over this weekend, she started asking me about the S.A.Y. Yes!® Center and why I come here.

Maria: So what’d you tell her?

Latasha: That it helps me learn about Jesus and helps me get ready for college.

Maria: Well that doesn’t sound too hard.

Latasha: No, but that’s not it. Then I just asked her had she ever asked Jesus to be a part of her life.

Maria: Really? (*Leans forward.*) What’d she say?

Latasha: She just looked at me kinda funny and said no.

Maria: Then what’d you say?

Latasha: Told her she should think about doing it and that I’d tell her how if she ever wanted to know.

Maria: And?

Latasha: That was it. Then we had to leave for the store. But the thing is, I was so scared to talk to her, so I had prayed with Miss Jackie that God would just bring it up somehow. And He did. I can’t wait to tell Miss Jackie!

Maria: That’s tight, LaTasha. I’m sure Miss Jackie is gonna be real proud of you.

Latasha: Yeah, come on -- let's go find her.

(The girls walk off.)

Week 5 – Real Leaders Teach Others To Follow God’s Plan

DISCUSSION

How was LaTasha depending on the Holy Spirit to tell her cousin about Jesus? *(She prayed and admitted she needed God's help her. She asked God to work on her behalf.)*

What part did LaTasha play on her own? *(She took the step of faith to talk to her cousin about Jesus.)*

How did God answer her prayer? *(He had her cousin ask her about the S.A.Y. Yes!® Center.)*

The most important thing was that LaTasha was available for God to use her. She didn't have to have a perfect speech figured out -- she just had to be willing to speak up. God is pleased when we ask Him for help because He already knows we can't do anything for Him on our own.

WEEK 5 - MEMORY VERSE

MEMORY VERSE: "To this you were called, because Christ suffered for you, leaving you an example, that you should follow in His steps." 1Peter 2:21

Verse Challenge

- Divide the children into two teams.
- Flip a coin to see which team goes first.
- Team #1 chooses a player who quotes the first 3 words of the month’s verse.
- He then chooses a player from the opposing team to quote the next 3 words of the verse.
- Players waiting must stay absolutely quiet; they cannot be studying the verse.
- The player who finishes the reference may choose a past verse to be quoted and choose a player from the opposing team to begin it.
- If a player is not able to quote the verse correctly, the opposing team receives a point.

VARIATION

If you have children with learning disabilities, you may want to alter the game a bit as to not embarrass them. However, do encourage them to memorize the verses. Memorizing helps to stimulate the brain.

- Divide the children into teams of three or four (be aware of whom you put together on the teams).
- Each team works together to come up with the three words.
- If a team can’t come up with the correct three words, they are out of the game.
- The teams still playing at the end of the verse each get a point.
- The teams to quote the reference chooses the next verse to be quoted.
- The team(s) that were out of the game come back into the game.

WEEK 5 - PRACTICAL LIVING

Presenting The Gospel To Others

MATERIALS: Copies of the following pages for each child; crayons, markers or colored pencils, scissors, glue sticks, 8½ by 11 sheets of copy paper

BEFORE PRACTICAL LIVING:

- For each child in your group, cut **three** 8½ x 11 sheets of paper in half.
- Fold these cut sheets in half so they fit together to make a booklet. (There should be one booklet for each child with 24 pages.)
- Photocopy the “text blocks” (see following pages). There should be a set for each child.
- Carefully read through the directions (following the three pages to be copied).

DURING PRACTICAL LIVING:

- Give each child a “booklet” which you have made, a scissor and the “text block” pages.
- Have the children cut the boxes and glue them on the pages.
- Do it one page at a time. Explain each page as they paste it into their “booklet.”
- This is a concise gospel message. Show them how they can use this booklet to tell others about giving their lives to Jesus.
- Have them practice presenting the gospel to another child.



2

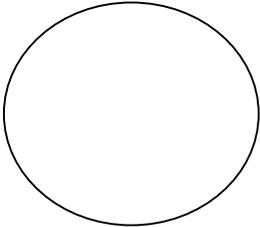
**He knew you before
you were born**

Before I formed
you in the womb
I knew you.
Jeremiah 1:5

He created you just the way He
wanted you to be

3

**Do you know the story of
Adam and Eve?**



God made Adam and Eve and the Garden
of Eden, where they live. God walked
with them in the Garden.

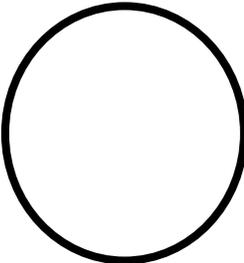
4

**God gave Adam and Eve
one rule**

You must not eat
from the tree of
the fruit of knowledge
of good and evil
or you will die

What did Adam and Eve do?
What happened to Adam and Eve?

5



Adam
Eve

Because Adam and Eve sinned
(broke one of God’s rules).
He sent them from His Presence.
(God cannot be with people who disobey Him.)

6

SPIRITUAL DEATH



**SEPARATES PEOPLE
FROM GOD**

7

**How have you broken one of God’s rules?
What did you do?**

<input type="checkbox"/> Lying	<input type="checkbox"/> Cussing
<input type="checkbox"/> Cheating	<input type="checkbox"/> Fighting
<input type="checkbox"/> Stealing	<input type="checkbox"/> Hating someone
<input type="checkbox"/> Disobey Parents	<input type="checkbox"/> Other
<input type="checkbox"/> Disobey Teachers	

8

“For all have sinned and fall short of the glory of God.”
Romans 3:23

9

Where are you?

--	--

Is there any way to reach God?

10

Do you think God would leave it like this?

REMEMBER

God Loves you

11

What God did!
(to change where I am now)

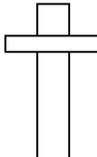
He sent Jesus
His Only Son
to take the punishment
for my sin!

12

What is the punishment?

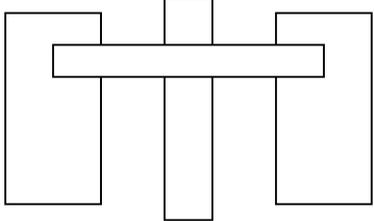
DEATH

“For the wages of sin is death, but the gift of God is eternal life in Christ Jesus our Lord.”
Romans 3:23



Week 5 – Real Leaders Teach Others To Follow God’s Plan

13
JESUS DIED ON THE CROSS WHICH
MADE IT POSSIBLE FOR SINFUL
PEOPLE TO REACH GOD



But God demonstrates His own love for us in this,
while we were still sinners, Christ died for us.”
Romans 5:8

14

WHAT
DO
I DO
NOW?

15

BELIEVE

Jesus is God’s Son and
He died for my sin

For God so loved the world that He gave His one
and only son, that whoever believes in Him shall not
perish but have eternal life.
John 3:16

16

ADMIT

I am a sinner

“For all have sinned and
fall short of the glory of God.”
Romans 3:23

17

18

19

Sample Prayer:

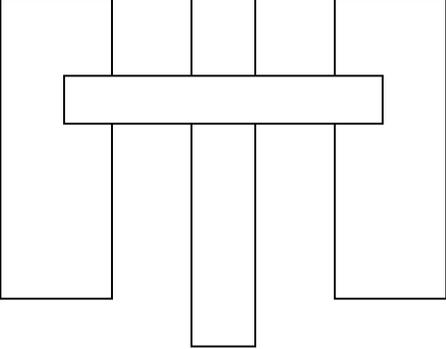
Dear Jesus,
I believe you are God’s Son and you died for me. I admit that I have sinned and I need you. I feel sorry that I have sinned and I want you to come into my life.
In Jesus’ Name
Amen

20

IF YOU PRAYED THIS PRAYER AND MEANT IT IN YOUR HEART . . .

21

YOU ARE NOW



22

ALSO

You will want to...

23

TELL
Others that I have given my life to Jesus

“For it is with your heart that you believe and are justified, and it is with your mouth that you confess, and are saved.”
Romans 10:10

24

LOOK FORWARD
To an abundant life with Jesus

“The thief comes only to steal and kill and destroy; I have come that they may have life, and have it to the full.”
John 10:10

Week 5 – Real Leaders Teach Others To Follow God’s Plan

- Give the children pencils, crayolas or markers.
- Give each child a copy of the three “text block” pages.
- Follow the blocks to the right then down.

The first block: as you explain that God loves each one of them have them draw a heart around “God Loves You.”

The second block: explain to the children that God knew them before they were born. Have them draw the stick figure of a pregnant woman. Have a sample to show them.

The third block: have them tell you what they know about Adam and Eve. Tell them the circle represents the Garden of Eden. God, Adam and Eve were all in the garden together. They can write in the words God, Adam and Eve in the circle.

The fourth block: have them draw a tree as you tell them there was only one rule Adam and Eve were to follow. Have the children answer the questions. If they don’t know the answers you give them.

The fifth block: they write the word God in the circle. Have them read the bottom of the block with you.

The sixth block: have them write God over the rectangle on the left; Adam and Eve over the rectangle on the right. They can also draw windows on the rectangle so they know they are buildings. Have them write in sin between the two buildings. Explain to them that it would be impossible to jump from one building to the other across a busy street. Adam and Eve could not reach God.

The seventh block: have them mark the sins they have committed.

The eighth block: read the verse. If you have time they could draw a picture of a sin they have committed.

The ninth block: make sure they understand that the committing of even one sin means they can not be in God’s presence. There is no amount of good works that will enable you to reach God. So where are they? How are they going to get to God?

The tenth block: let them respond to the question. They can also draw a heart around, “God loves you.”

The eleventh and twelfth blocks: read - can they answer the question?

The thirteenth block: Jesus took our punishment, just like the director took the punishment for the children. He died so we could live with God forever. Jesus could take our punishment because he was perfect, He never sinned. The cross is like a bridge for us to get across the busy street of sin.

The fourteenth block: just read.

The fifteenth through eighteenth blocks just read and give some explanation.

Tell them that if they want to go across the bridge to Jesus they should come to you later and you will pray with them.

WEEK 5 - READ-A-LOUD

NeW !



The Tale of Toad Lee Purrhart, a Toad with a Pure Heart

O. Willikers in the Hall of Champions; Chapter 6

SUMMARY: This is a story about a toad who has a pure heart. The problem is, his father is a bookie and his mother is a heavy drinker who dates bad people. They are divorced and the toad lives with his dad. His dad has a live-in girlfriend, but one that he has been with for a long time. There is no one home when he gets home, so he has to make decisions about who he hangs out with so he won’t fall down the same path as his parents.

This week you are talking about how to help others follow God’s plan. In this story, the toad helps to tell others about the “fishmaker” or God. It would be a good example of how someone can lead others to the Lord and their need for Him.

Or, you may do the following . . .



“Philip and the Ethiopian”

Acts 8:26-39 in *The Living Bible*

SUMMARY: The story of the Holy Spirit directing Philip to the Ethiopian Eunuch and Philip then leading him to Christ.

If you have access to a map (maybe in the back of the Bible), show the children Philip's journey.

PRE-READING QUESTIONS

- 1) **How would you feel if God spoke to you in your mind and told you to go speak to someone about Jesus?**
- 2) **What would you do?**

POST READING QUESTIONS

- 1) **How did Phillip rely on the Holy Spirit?** (*He allowed the Spirit to lead him and he obeyed what the Spirit said.*)
- 2) **What did the Ethiopian want to know?** (*What the word of God meant.*)
- 3) **Did Phillip answer the Ethiopian’s questions?** (*Yes, because he relied on the Spirit.*)

Week 5 – Real Leaders Teach Others To Follow God’s Plan

- 4) **What was the end result of their meeting?** *(The Ethiopian became a Christian.)*
- 5) **How did Philip display leadership?** *(He looked to God and relied on Him to lead someone to a relationship with Christ.)*

WEEK 5 - CRAFTS

✂ Potpourri Heart

(This is week two of a two-week project.)

MATERIALS: Rose petals and/or tissue paper, eucalyptus oils/spices, glue gun, large needles, appropriate size thread

Children should be ready to sew together their two large hearts they had cut out last week.

- Give each child a needle and thread. For the youngest children (K-1), thread the needles for them.
- Show them how to line up the two hearts and stick a needle in the middle, keeping the fabric in place while they work.
- Demonstrate how they should sew around the edge, connecting the two pieces of fabric.
- When they've almost completely sewn the pieces together, stuff with rose petals or tissue paper. (If using tissue paper, sprinkle spices or eucalyptus oils on the tissue first.)
- Finish sewing up the heart.
- Make sure they go over the final stitch several times.

GUIDED CONVERSATION

The smell of the potpourri gets outside and tells us what's inside the heart. How can people tell if God's Word is in our heart? (*Looking at our outside -- how we live, what our attitudes are, sometimes even how we dress.*)

What are some specific actions that tell others we have God's Word in our hearts? (*Being kind, compassionate, encouraging, etc.*)

WEEK 5 - RECREATION

DAY ONE: Color Hunt

MATERIALS: Pieces of red, blue, green, and yellow colored paper.

OBJECT: Find and gather the colored pieces of paper in order to score the most points.

SETUP:

- Cut up or tear many small pieces of each color of paper. Keep in mind the number of children that will be playing.
- Hide the paper around the area where the children will play.
- Divide the kids into teams of three to four, mixing the ages.

TO PLAY:

- Explain that the children will embark on a "color hunt."
- In the time allotted, they will try to find and gather as many pieces of paper as they can.
- They will receive points according to the colors of the papers. The points scored are:
 - Red = 5 points
 - Blue = 10 points
 - Green = 15 points
 - Yellow = 25 points (you may wish to hide less of these)
- When the leaders says, "Go!", everyone searches for as many pieces of paper as they can gather.
- When the leader yells, "Stop!", everyone returns to their teams and adds up their points.
- They can try to add up their score in their head or write it on paper.
- The team finishing their addition first (must be correct) gets 10 bonus points.
- An adult should recount the winning team's score to make sure it's correct.

DEBRIEF

Watch the interaction between the younger and older kids, looking to see if the older kids display leadership qualities by teaching the little ones.

Can anyone give an example of a person who was a "real leader" in their group? Why?

Reward anyone that you or someone else noticed as a good leader by giving their team 50 extra points.

DAY TWO: Blind Ball Roll

MATERIALS: Blindfolds, a ping pong-sized ball or peanut per team, string or masking tape to mark the goal line

OBJECT: To be the first team to roll their ball across the line.

SETUP:

- Place the string or masking tape on the floor.
- Divide the kids into teams of 3 to 4.
- Choose a guide for each team.
- Blindfold all team members but the guides.
- Line up all the kids in one big horizontal line facing the goal line. Teammates should stand beside each other.
- Guides should stand out in front of their teams.

TO PLAY:

- When the whistle blows, the team members should get down on their knees and start trying to roll their ball toward the goal lines.
- They must keep their hands behind their back at all times. They can only touch the ball above the neck, with their chin, nose, forehead, etc.
- If they touch the ball with their hands anytime after it's placed on the floor, they're immediately disqualified.
- It is up to the guides to direct their team members in which way they should roll the ball.
- The first team to get all their team's balls across the goal line wins.

DEBRIEF

Give each team and their guide a chance to answer the following questions:

Teams, on a scale of 1 to 10, how would you rate your guide in the following areas:

- **Patience?**
- **Kindness?**
- **Calmness (didn't scream)?**
- **Enthusiasm and spirit?**

Guides, do you agree with the score your teammates gave you? Why or why not?

Remember, it is hard to teach others. We tend to get impatient. That's why we need the Holy Spirit; He's the one that will help us be truly effective leaders. When we allow Him to completely control us, we will be patient, compassionate, encouraging, etc.

DAY THREE: Blob Tag

MATERIALS: None (unless rope is needed to designate play area)

OBJECT: To be the team with the most players at the end.

SETUP:

- Designate a certain space as the playing area; size it according to the number of children you'll have playing.
- Choose two players to be "it."

TO PLAY:

- When the leaders blows the whistle, both "its" chase the other players.
- If a player is tagged by an "it", that player joins hands with the "it." Eventually as more players are tagged and latch on, a chain forms.
- Players must work hard not to be tagged by either "it", or they will have to sit out.
- Players cannot leave the designated area.
- The chains cannot split up and work separately -- they must remain as one big chain.
- The chains need to remember to work as a team -- when they are running around, they must be careful not to hurt their players.
- The game continues until all players have been tagged and become part of a chain. The team with the most players wins.

DEBRIEF

Did you "its" act as responsible leaders and try to consider your teammates' welfare as you whipped around?

Did you all work together to keep others from getting injured?

Did you work to teach the new members how to run with you when they got tagged?

DAY FOUR: Free Play

As the children play, observe them.

Do the leaders just demand? Or do they try to organize and teach the other children? If they try to teach, what and how do they do so? Do children play alone or form groups and play actual games? Do they throw the ball around or organize games they've learned at the center or school?

Teachers, are you using teachable moments to role model being a leader yourself? You might challenge one of the key leaders in your group to create and teach a new game to others during free play.