

# Trust

## Table of Contents

<b>WHAT IS TRUST?: WEEK 1</b> .....	<b>2</b>
Week 1 - BIBLE CLUB.....	2
Week 1 - SKIT.....	11
Week 1 - MEMORY VERSE.....	14
Week 1 - PRACTICAL LIVING.....	17
Week 1 - READ-A-LOUD.....	19
Week 1 - CRAFTS.....	20
Week 1 - RECREATION.....	21
<b>TRUST GOD: WEEK 2</b> .....	<b>26</b>
Week 2 – BIBLE CLUB.....	26
Week 2 - SKIT.....	33
Week 2 - MEMORY VERSE.....	37
Week 2 - PRACTICAL LIVING.....	38
Week 2 - READ-A-LOUD.....	43
Week 2 - CRAFTS.....	47
Week 2 - RECREATION.....	50
<b>TRUSTING OTHERS: WEEK 3</b> .....	<b>54</b>
Week 3 – BIBLE CLUB.....	54
Week 3 - SKITS.....	62
Week 3 - MEMORY VERSE.....	65
Week 3 - PRACTICAL LIVING.....	66
Week 3 - READ-A-LOUD.....	70
Week 3 - CRAFTS.....	71
Week 3 - RECREATION.....	73
<b>TRUSTING THE HOLY SPIRIT: WEEK 4</b> .....	<b>78</b>
Week 4 – BIBLE CLUB.....	78
Week 4 - SKIT.....	84
Week 4 - MEMORY VERSE.....	88
Week 4 - PRACTICAL LIVING.....	89
Week 4 - READ-A-LOUD.....	91
Week 4 - CRAFTS.....	92
Week 4 - RECREATION.....	93

# WHAT IS TRUST?: WEEK 1

## WEEK 1 - BIBLE CLUB

- LESSON AIM:** To help the child understand what trust is.
- SCRIPTURE:** Joshua 2:1-16;6:25
- MEMORY VERSE:** Trust in the Lord with all your heart and lean not on your own understanding; in all your ways acknowledge him and he will make your paths straight. Proverbs 3:5-6

### Rahab and the Spies

In the first chapter of the book of Joshua, Joshua was given leadership over the sons of Israel. God told Joshua that if he did what He said, he would give nations over to Israel and take them into the Promised Land. The first thing that Joshua had to do was scout out the city of Jericho. Joshua sent two spies into the city with their main objective to find out about the gates, fortified towers, military force, and morale of the people. It was a secret mission.

This is where Rahab's story of faith begins. It is not mentioned why the spies chose Rahab. Her house was on the wall of the city so that when the spies exited out the window, they were out of the city altogether. Maybe they chose this house so that they could escape easily. Rahab was not exactly a likely candidate; in fact, she was a prostitute. But she knew that the lives of she and her family were in danger at the hands of the Almighty God. So she took a risk and hid away two spies in the hopes that her family would be saved.

In the process of hiding the slaves, Rahab lies to the officials about the whereabouts of the spies. The Bible does not say that her lying was the right thing to do, even though by doing so it protected the spies. Rahab is remembered because as an ordinary person she trusted God with extraordinary faith. She illustrates the fact that anyone can trust God and be saved no matter what the condition of her life at the present time.

The message that we want the children to receive is that there are many different levels of trust. 1.) Rahab had to have incredible trust in God--enough to risk her life for men that she didn't even know! 2.)The spies had to trust God and Rahab to protect them. God used Rahab in this respect to show the spies that he was looking out for them. 3.) Then, Joshua had to trust God to deliver Jericho into their hands, even if it was in a strange way. A prostitute with amazing faith and trust in God only points the finger to an amazing God that is willing to use anyone!

**Discipleship  
Tip**

Ask the students who they trust. Get them to tell you why they trust these people. Give them some examples of people you trust. Let them know that everyone, even you, could fail them. God is the only one they can fully trust. Tell them you would like to earn their trust if you don't already have it. Be a model of a trusting friend. You need to be able to trust them. Are they trustworthy? Give them some things that would show you that they are trustworthy if you do not see this now.

 **Hook**

**MATERIALS:** A copy of the “5 Questions” for each student (see following pages); pencils, costumes for actors, board or paper to record answers, something to write with on the board or paper, description and roles of characters typed out.

**OBJECTIVE:** Trust is a very complex subject! Even more so for children who have been hurt by placing trust in people unworthy of their trust. Today they will use the skills they have acquired in determining trust to discover the bible story.

**SETUP:**

- Before BIBLE CLUB find individuals to play the following parts:
  - Gatekeeper
  - Neighbor
  - Rahab
  - Street Vendor
  - Tax Collector
- Have “actors” dress up according to their roles. Have each one carry a sign which tells who they are.
- Have description and roles of characters typed out for actors. (See next pages)

## Description and roles of characters:

-----><-----

**Gatekeeper:** This person had an important job in a city with a wall like Jericho. He would make sure the right people stayed out and let the king's officials know if anything suspicious was going on at the gate. This person had to be very responsible. This had to be a trustworthy person.

1. **How many men are there?** Two.
2. **What are they doing here?** I'm not sure.
3. **Where have they come from?** They are the sons of Israel.
4. **Where are they now?** I don't know but I know they are still in the city somewhere.
5. **Do you think they could be a threat to our city?** I was the one who notified the king. Of course, I think they could be a threat. Everybody has heard about what the God of Israel has done to other cities in the last few months. It makes me nervous. I would rather just keep all of those stinking Israelites out of our city.

-----><-----

**Neighbor-**this is the average person in any city. Some are trustworthy and others aren't. This neighbor just happens to be a little nosey but pretty honest. (You could change this character if you wanted him to be untrustworthy, depending on how many actors you have.)

1. **How many men are there?** I saw two but there could be others.
2. **What are they doing here?** They are asking lots of questions and seem like they have something to hide. They might be spies. Someone said they might be running away from something. I heard that there was some commotion in the market today, I wonder if they had anything to do with that?
3. **Where have they come from?** They definitely don't look like they're from around here. Maybe Israelites, but that is so far away. It would be pretty uncommon to see an Israelite in Jericho, I'll tell you that!
4. **Where are they now?** I saw them talking with Rahab, but many out-of-town men stop for "a little visit with Rahab," if you know what I mean. She's a prostitute. So if they went to see her that tells you a little something about them right off the bat, doesn't it? They could have "talked" to her for a while and who knows where they could be by now?
5. **Do you think they could be a threat to our city?** Anybody with that much to hide must not be good. I don't know though. Maybe they were wrongly accused of some crime. Who knows?!

-----><-----

-----><-----

**Rahab:** -She was a prostitute in the city of Jericho. She did not have the reputation of someone who would be trustworthy, but on this particular day she put her life in danger to protect the two spies of Israel.

1. **How many men are there?** Two men came to my door that looked like the people you are talking about.
2. **What are they doing here?** I don't know but they were here.
3. **Where have they come from?** I don't know.
4. **Where are they now?** They left about sunset, about the time the city gate closes. If you hurry now, I think you could probably catch them.
5. **Do you think they could be a threat to our city?** They must be some kind of threat to the city if the king sent people to find them. I just hope they're not from the tribe of Israel. Everyone here in Jericho is afraid of what the God of Israel might do to us.

-----><-----

**Street Vendor:** You won't read about this person in the Bible story but you can almost bet he was there. Think about whether or not this person would be trustworthy or not. This is what he might have said:

1. **How many men are there?** Well, I've been kinda busy today, but I think I saw two men over there at Rahab's that I haven't seen before.
2. **What are they doing here?** You got me. Probably just some travelers looking for a little rest.
3. **Where have they come from?** They were probably Amorites. They could be trying to look for a new place to live after getting attacked by the Israelites, not too long ago. Who knows? They could be Israelites for all I know.
4. **Where are they now?** I heard Rahab tell someone that they had run out at sunset towards the city gate but I haven't seen them. For all I know Rahab could be hiding them in her place!
5. **Do you think they could be a threat to our city?** A threat? Who knows? You could be a threat to our city and I wouldn't know it. All I know is I have to try to sell this stuff before it gets any later. So if you wouldn't mind I need to go now.

-----><-----

-----><-----

**Tax Collector:** These were the real liars, cheats and thieves of the day. You could never get a straight answer out of them. If someone asked them for information, a true tax collector would ask for some money for the information he was going to give out.

1. **How many men are there?** What's it worth to you? (He'll tell if they give him something.) There were five men--I am sure of it!!
2. **What are they doing here?** They were actors. They were part of a traveling show. If you get a chance, you should go see it. They're good!
3. **Where have they come from?** I know people like that, in fact some of them are friends of mine, they're gypsies, of course.
4. **Where are they now?** They told me that their next show was in somewhere...but I can't think of it now.
5. **Do you think they could be a threat to our city?** To Jericho? With its high wall and large gate? They're gypsies! They might even do a guy like me a little good!

-----><-----

Instructions continued on next page

**BEFORE BIBLE CLUB:**

- Before BIBLE CLUB the Director goes to each classroom to tell them the following information:
- Tell the children they are each going to have the chance to discover the mystery in Jericho. The children are being summoned by the King to find out what the men, who entered the gate earlier today, were doing.
- Give each child a pencil and a copy of the “**5 Questions**”:
- Assign an adult to each group of children. The adult writes the answers if needed.
- Pair up the better readers and writers with those who struggle.
- Remind the children that different people could give them different answers to the same questions.
- Tell them they must decide in whom to trust.
- Explain that the winning team will receive a reward (i.e. a special award of achievement from the king, some candy, computer privileges, king for the day, anything you think will motivate the kids.)

**DURING BIBLE CLUB:**

- In their teams have the children go to the room where the “actors” are awaiting them.
- Suggest each team name a spokesperson.
- Tell the children that more than one team can listen to a “character” at a time.
- When a team has gathered their information they sit down.
- The adult leads the children to a decision of whom to believe.
- When a team reaches their decision they lay their papers down on the floor, fold their hands and sit quietly.

**DEBRIEF:**

**How did you know which people were telling the truth?**

**How did you feel when you realized some people were lying?**

**Which people would you trust? Why?**

We will now record the information each team decided was true.

(On a board or piece of butcher paper record the findings. After recording each team's answers go right into the story).

## **“5 Questions”**

### **WHAT THE KING WANTS TO KNOW:**

- 1. How many men are there?**
- 2. What are they doing here?**
- 3. Where have they come from?**
- 4. Where are they now?**
- 5. Do you think they could be a threat to our city?**



## Bible Story

**MATERIALS:** Can continue using the materials from the Hook.

**The Bible is God’s Word--it is truth. We trust it is truth because God said it is true.**

- **Say:** “I am going to read to you from the book of Joshua. Raise your hand when you hear an answer to a question you tried to get from the characters.”
- Read Joshua 2:1-7 from the New International Version.
- The answers to the questions are:
  1. **How many men are there?** (*“But the woman had taken the two men and hidden them.” v. 4*)
  2. **What are they doing here?** (*“Some of the Israelites have come to spy out the land.” v.2; “They have come to spy out the whole land.” v.3*)
  3. **Where have they come from?** (*“Some of the Israelites have come to spy out the land.” v.2*)
  4. **Where are they now?** (*“They entered the house of Rahab and stayed there.” v.1*)
  5. **Do you think they could be a threat to our city?** (*“Some of the Israelites have come to spy out the land.” v.2*)
- After the answers are identified, tell them to listen to the end of the story. **Say:** “As I read, listen for the ways that Rahab displayed trust.”
- Read Joshua 2:8-16
- Divide into small groups for discussion questions.

### DISCUSSION QUESTIONS

**How did Rahab show that she trusted God?** *She believed that the God of the Israelites was true. She was willing to hide the spies in her house so that they could accomplish their mission.*

**What did Rahab say that proved she trusted God?** *She told the spies she believed their God was the one true God (v.11). She had heard of all of the things the Lord had done, so she knew that God could destroy their city.*

**What do you think happened to Rahab after the spies left?** *Have the children open their Bibles to Joshua 6:25.*

**Was Rahab a perfect person?** *No! She was a prostitute. She lied to the guards.*

God will use anyone who places his/her trust in Him. We know we can trust God. It is more difficult to know which humans we can trust. Humans will sometimes fail us.

It was impossible in the little time you had with the people to know who you could trust!

**What feelings did you have when you were trying to decide what person to trust?** *Help them sort out their feelings. Possibilities are: frustration, fear of making a mistake, confusion, anger.*

**Would you trust me enough to come and fall into my arms?** *Give them the opportunity to fall backwards into your arms. Have them tell you what they are feeling just before falling.*

**Would you trust me enough to go to the roof and jump into my arms?**

**Would I be trustworthy if I asked you to do that?** *No.*

Rahab changed her life because she put her trust in God. She no longer trusted in herself. There are two important things for us to learn from this lesson.

1. Always be cautious of the people you trust.
2. Put all your trust in God.

Look up Proverbs 3:5-6. This is our memory verse for the whole month.

**Do you trust God? If you do, how do you show you trust Him?**

Let's pray and ask God to teach us to trust Him more.

# WEEK 1 - SKIT

## Skit #1

**CHARACTERS:** LaTasha, Maria, Bobby.

**SCENE ONE:** Maria goes over to visit LaTasha at her house. Maria has just found out very exciting news.

*Note: There may be regional idioms you will want to change.*

**Maria:** *(Knocks on LaTasha's door.)*

**LaTasha:** *(Opens the door.)* Hi! Maria! Come on in!

**Maria:** *(Excitedly.)* LaTasha, I have great news. Guess who I just saw?

**LaTasha:** From the look on your face, I think you must have seen Michael Jordan or something.

**Maria:** I'm sure, LaTasha. Anyway, I saw Mrs. Gonzales our Sunday School teacher and she said she was just about to call us. Remember how she told us if we came for six Sundays in a row we would get to go and get some ice cream with and her husband? Well, she said that she looked at the chart and you and I both finished last Sunday. So, she wants to know if we want to go with them on Friday. She said that she would come and pick us up around 4:00. We just have to be sure that it's okay with our parents.

**LaTasha:** Maria, wait a minute. Do you really think that Mrs. Gonzales and her husband want to spend a Friday afternoon with us? I mean, it sounds good and all but I just don't believe it.

**Maria:** Well, I know it seems a little strange, but she is our Sunday School teacher and all. If we can't trust her to do what she says, who can we trust?

**LaTasha:** Sounds to me like you already have your hopes up. I just can't let myself believe that and then get disappointed.

**Maria:** At least ask your grandma and then wait over here with me to see if they come. If they don't come, we can hang out at my house or something.

**LaTasha:** No, that's all right. My grandma wants me to help her with some stuff around the house. She said my neighbor might let us come over to their house later and play Nintendo. I don't want to sit over at your house and get disappointed when they don't show up. That doesn't sound like my idea of fun.

**Maria:** We will miss you Friday. I'll tell you what happens. Have fun playing Nintendo with your neighbor.

**Scene Two:** Saturday Morning (*Have some one hold up a sign that says this so the audience knows.*) LaTasha is outside of her house drawing on the sidewalk with chalk, and Maria walks up.

**Maria:** Hey LaTasha, did you have fun last night over at your neighbor's?

**LaTasha:** (*Looking up from her drawing.*) Oh hi, Maria. My neighbor said that I could play whenever they were done, but they just kept playing. (*Looking down at the sidewalk.*) I never got a turn. So what did you do when they didn't show up last night.

**Maria:** As a matter of fact they did! They were sad that you couldn't be there. They took me to *31 Flavors* and after that, they said they had to run a few other errands so they invited me to come along. They are such nice people! I had so much fun.

**LaTasha:** I can't believe they really came.

**Maria:** You know I was thinking about that verse we learned in church. Do you remember the one about trust?

**LaTasha:** Kinda', but how does it start again?

**Maria:** Trust in the Lord with all your heart and lean not on your own understanding; in all your ways acknowledge him and he will make your paths straight. Proverbs 3:5-6. You know LaTasha, I think you might have been leaning on your own understanding. You thought since other people had let you down, they would too. But this is what trust is all about. I guess you do have to be careful about who you put your trust in.

**LaTasha:** I think you're right Maria. I have to learn to trust people who are trustworthy. I trusted my neighbor over my Sunday School teacher and I messed up. Next time, I will choose Mrs. Gonzales.

**Maria:** Mrs. Gonzales said they could take you another time.

**LaTasha:** She did? I think I'm gonna go call her right now.

**DEBRIEF:** (*Ask as many of these questions as time allows.*)

**How did Maria show that she could trust?** *She believed Mrs. Gonzales*

**What did she say was the reason why she could trust Mrs. Gonzales?** *Because she was her Sunday School teacher.*

**Can you think of some people that it would be O.K. to trust?**

**What are some things that a trustworthy person would do that would give you clues to be able to put your trust in them or not?** *Be faithful, always do what they say, be caring.*

Trust in the Lord with all your heart

## Skit #2

**CHARACTERS:** Bobby and Reuben.

**SCENE:** Bobby and Reuben are at Bobby's house playing Nintendo®.

**Bobby:** This new game you brought over is really fun.

**Reuben:** I know, huh? Maria and I played it for a long time last night.

**Bobby:** You know, I would really like something to snack on while we play.

**Reuben:** Hey, let's walk down the street to that 7-11 and get something and bring it back here.

**Bobby:** I want to but my mom said I couldn't leave the house because she is expecting an important phone call. I'm afraid if I leave the phone might ring.

**Reuben:** If you tell me what you want and give me some money, I could run to the store for us both. I could just bring the stuff back.

**Bobby:** My mom gave me ten dollars this week for my allowance but that's all I have. Do you promise you will bring me back the change?

**Reuben:** Of course, Bobby! What kind of friend would keep your change? You can trust me.

### DEBRIEF:

**What does Bobby have to do to display trust?** *Give Reuben his ten dollars.*

**Should he trust Reuben? Would you trust him?** Yes. Reuben has been a faithful friend.

Sometimes when we show someone that we respect them enough to trust them it makes our friendship closer. You can show trust by telling them something that you don't want anyone else to know or by letting them borrow something of yours. Even people who are trustworthy can sometimes let you down. The only person in whom you can fully place your trust is God. But, as you learn to trust your friends and they trust you, you will have a better relationship.

# WEEK 1 - MEMORY VERSE

**MEMORY VERSE:** Trust in the Lord with all your heart and lean not on your own understanding; in all your ways acknowledge him and he will make your paths straight. Proverbs 3:5-6

## EXPLANATION OF VERSE:

Trusting in the Lord wholeheartedly is something that cannot be done when we lean on our own thoughts, ideas, devices and schemes. God's ways are unfathomable to the human mind. He sees what our eyes cannot see and he knows the things that we do not even know. He is the one who is fully trustworthy.

The word "heart" in Hebrew refers to three things: one's emotions, intellect, and will. A person must entrust all of these areas to God and then as they do they will see God direct them in the way that they should go. The heart of this unit on trust is learning to trust God with everything that we are so that we may have the abundant life that is promised for us.

Trusting in God is the heart of all we are as Christians. If we let the lack of trust that we have for others determine how we respond to God, we will miss out on so much that our relationship with God can be. We need to begin to realize that God truly is trustworthy! What an awesome God we serve!

## 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.

- Trust:** Put your arms out straight from your shoulders, parallel with the ground and pretend to fall backwards.
- in:** Clap your hands.
- the:** Clap your hands.
- Lord:** Point up.
- with:** Clap your hands.
- all:** Draw a big circle in the air in front of you with your finger.
- your:** Point to someone.
- heart:** Draw a heart with your fingers over your own heart.
- and:** Clap your hands.
- lean:** Lean to one side.
- not:** Shake your head “no.”
- on :** Clap your hands.
- your:** Point to someone.
- own:** With both hands pretend that you are grabbing at something in front of you and pulling it towards you.
- understanding:** Point to your head.
- in:** Clap your hands.
- all:** Draw a circle with your finger in the air in front of you.
- your:** Point to someone.
- ways:** Clap your hands.
- acknowledge:** Looking up, put your palms up as if to God.
- Him:** Continue looking up and point up.
- and:** Continue looking up and clap your hands.
- He:** Continue looking up and point up.
- will:** Clap your hands.
- make:** Clap your hands.
- your:** Point to someone.
- path:** Put your hands to your sides and bring them both straight out in front of you, as if to form a path.
- straight:** Continuing the motion from above, make a straight line with your hands.
- Proverbs:** Point to your head because Proverbs was the wisdom Solomon shared with his son.
- 3:** Hold up three fingers.
- 4-5:** Hold up four fingers and close your hand into a fist (saying “and”) and then hold up five fingers.

## Three Strikes, You're Out

*Play this game at the end of the week to see if the children have learned the verse:*

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

- Have each word of the memory verse written on separate 3x5 cards.
- Make two sets.
- Also make six 3x5 cards with a big red “X” on them.
- Put each set of the verses in a paper bag or any container that the children can't see into and put three X's in each bag. These are the strikes.
- On the board, or a poster board, draw blank spaces for each word of the memory verse.
- Divide the students into two teams.
- Write the verse in two places so that each team is completing a memory verse on their own.
- Each team is trying to complete their verse by drawing the words and placing them in the right places.
- If they draw a strike, they lose their turn.
- As the words are drawn, they are placed on the blank space where the word is to go, or is written in. (If you write the word in, don't put it back in the bag.)
- If the team draws all three strikes before all the words are given, they can have a chance to say the memory verse right then. They must turn their backs to the board and try and say it.
- If they can't, the other team can try to say it.
- The winning team is the one who can say the verse accurately.



# WEEK 1 - PRACTICAL LIVING

## Panel Discussion on Trust

**MATERIALS:** Paper and pencils.

Today we are going to continue our study on Trust. This is the first week of this unit. Many of the students you are working with have no idea what trust really means. You can set aside this time to help them think about this concept, maybe for the first time.

### **SETUP:**

- Remember, as you prepare, that many of the children have no understanding of the concept of trust.
- Set up a panel of adults. It could be staff, volunteers, church members, or even the pastor.
- Find an individual who would enjoy facilitating the discussion.
- The panel should contain at least three people. It would be best if these are people with whom the students are already familiar.
- Tell the panel members, when you recruit them, that you want communicated to the children:
  1. There are many different levels of trust.
  2. Trust must be built.
  3. Each of us must prove ourselves trustworthy.

### **ACTIVITY:**

- Hand out pencils and paper to the children.
- The facilitator starts by saying:
- **Say:** “Today, we have asked a panel of three adults to tell us what the concept of trust means to them. I will start by asking them some questions. If you have a question you may write it on the piece of paper you have been given.”

**QUESTIONS:**

1. If you trust someone, how would you show him/her that you trust him/her?
2. What does someone need to do to gain your trust?
3. How long do you think it takes to fully trust someone?
4. What happens when someone you trust makes a mistake?
5. Can someone lose your trust? How?
6. What can I do to let you know that I am trustworthy?
7. Can you love someone even though you might not be able to trust them?
8. What are the types of people that we are usually able to trust?
9. Why do I need to trust anyone?
10. Is there anything I can gain, by being someone a person can trust?
11. What will I miss out on if I never trust?

- **Say:** “I will now collect any questions you may have written down for our panel.”
- Ask the children’s questions.
- If the students have more questions than time allows, tell them: **1.)** You will write a response to their questions and post them on a bulletin board. **2.)** They could ask you their questions later, individually.
- Be sure to let each student know that he/she is special and that his/her question is important.
- This is a great time for teachable moments. Be sure not to miss any!

# WEEK 1 - READ-A-LOUD

## Helen Keller and Anne Sullivan

*The Book of Virtues*, by William J. Bennett, on page 312

There is a good summary in this book before our reading section. Read it for your own understanding. In your own words give a synopsis of the reading. The reading was chosen so that the students can begin to recognize what trust looks like in a friendship. There are hard parts to it, but many good parts as well. If Helen didn't trust Anne, Helen might have never learned to read. As we learn to trust others, we gain so much from those relationships.

### PRE-READING QUESTIONS

**Does anyone know who Helen Keller is?** *She was a child who became blind and deaf due to an illness. She learned to read and write through the help of a teacher. She went on to college and dedicated her life to teaching those that are blind and deaf.*

**What were her challenges in life?** *She was blind and deaf and could not communicate.*

**Does anyone know who helped her to overcome her challenges?** *Annie Sullivan.*

To be able to learn from someone you must trust him/her. Helen Keller learned everything she knew about the world from her teacher. She was blind and deaf so her parents could not even communicate with her.

### POST-READING QUESTIONS

**Who had to trust more in this story?** *Helen--she had to believe Anne was right.*

**What did Helen Keller have to trust Anne Sullivan for?** *How to learn about everything! She couldn't even communicate before Anne.*

**Was it easy for Anne to do the right thing?** *No, because her student was hard to work with at first. She had to start at the very beginning.*

**What would you have done to Helen if she treated you like she treated Anne before the water experiment?**

**Is it easy to be friends with someone long enough to break down the walls of trust with them?**

**Who have you trusted that you have been able to learn from?**

**What did they do to let you know that they were trustworthy?**

**Do trustworthy people ever make mistakes?**

**Who is the only one who will never let us down?**

# WEEK 1 - CRAFTS

## ✂ The House That Trust Built

**MATERIALS:** Wooden popsicle sticks, fine tip markers, glue.

**PURPOSE:** To let the children understand that trust is not something that happens over night, but it takes time to build.

**SETUP:**

- Give each child 20-25 sticks each. (More if needed or available.)
- Have each child write things on the sticks that they have done or could do to build someone's trust.
- **Tip:** You might want to have some things typed out on little pieces of paper so that some who find it hard to write, or hard to write small could glue on the phrases.
- Encourage the students to write each action on several sticks. Tell them: "To build someone's trust doesn't mean doing the right thing just once--it must be a way of life."
- After they have written or glued something on every stick, tell them to build something out of the sticks. Have a couple examples for them to see.
- Encourage them to build something three-dimensional. Then, they can say this is something that is build out of trust.
- Write some ideas on the board to get them thinking.

**SUGGESTED IDEAS:**

I told Maria I would meet her at 6:00 and I was there on time.

I finished all of my homework and turned it in on time.

I remembered to give my mom the message that Kiesha called.

I didn't tell the secret that Jamaal told me not to tell.

I came in the house at 7 when my mom told me to.

I went to the store for my mom and I brought back all of her change.

I gave Pablo's headphones back after I was finished using them.

The shirt that I borrowed of Christina's I washed and gave back to her that same week.

I did something the first time I was asked.

# WEEK 1 - RECREATION

## DAY ONE: Team Building

**MATERIALS:** Butcher paper or poster board, marking pens.

**OBJECT:** Set up two teams who will play against each other for the coming month, providing for building of new relationships.

### SETUP:

- Sit down as a staff team and decide who will be on what teams, including adults.
- Use your lists from previous months to remind yourselves of who has played together in the past.
- Make sure teams are evenly matched age wise.
- Make posters on which you will post score.

### TO PLAY:

- Tell the children which team they are on.
- Assign adults to be on each team.
- Have each team sit down on the floor in a circle.
- Ask each team to decide on a team name.
- Suggestions: names that relate to month's theme, name relating to who they are in Christ, acronyms, or people (dead or alive) who have displayed good character.
- Have each team create a team cheer. (Raps are fun too.)
- Explain the point system to the kids.

Competition points:

3,000 1st place

2,000 2nd place

Spirit points will be given in 10,000 point increments.

Spirit points will be given for participation, enthusiasm, honesty, encouraging others, cooperation, and following rules.

Show the kids the posters on which their scores will be posted (example below.)

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

- Explain that at the end of the week S.A.Y. Yes!® Dollars will be given.
- You can give dollars one of two ways
  - First:** Give one S.A.Y. Yes!® Dollars to each child for every 1,000 points earned by a team.
  - Second:** At the end of the week declare which team came in first and which came in second. give all the children on the 1st place team 10 tickets, give all those on the second place team 3 tickets
- Begin scoring by having the two teams do their cheers.
- Competition points can be given for creativity. did the cheer requires physical activity? (Making a pyramid, doing hand gestures, etc.)
- Spirit points are given for participation, enthusiasm, cooperation, etc.)

**DEBRIEF:**

**What are some things you can do to earn Spirit Points?** *Participate in everything, cheer on teammates, don't cheat, don't complain, don't tease or call names, etc.*

**How might you display trust as a member of your team?** *By giving the ball to another player, by setting up a plan for a teammate to after the flag in Capture the Flag, etc.*

**Are there some players on your team you will trust more than others? Why?** *Don't let them name names. Maybe they know one person better.*

**Since you got more points for Spirit than for winning what kind of teammates do you want?** *Those who participate, those who don't cheat, play with enthusiasm.*

**Would you trust someone who cheats all the time?**

**Why wouldn't you want a cheater on your team?** *You will lose Spirit Points, you will never get to fully enjoy the game if it isn't played correctly.*

## DAY TWO: Nation Ball

**MATERIALS:** Two large rubber balls

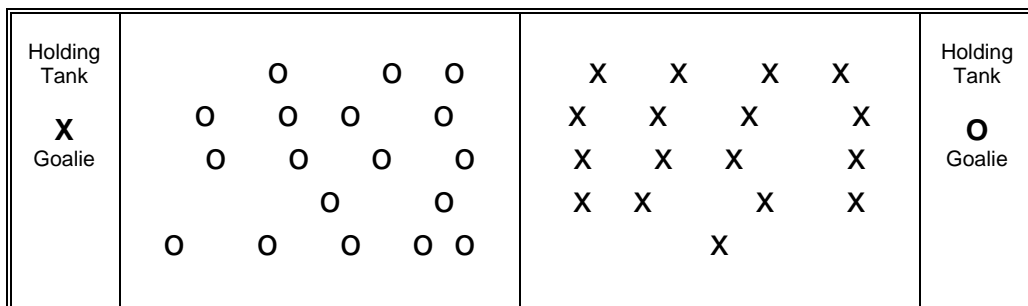
**OBJECT:** To get all of the players of the opposing team out of the game.

**SETUP:**

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

**TO PLAY:**

- To begin one ball is given to each team
- 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.



**OBSERVE:**

The children may have knowledge of the rules of the game, but do they make the right choices?

Do they work as a team?

Do they develop a strategy?

**DEBRIEF:**

**In what ways did you have to have trust as you played?** *Had to trust teammates to play their best, had to trust opponents to not throw the ball too hard, etc.*

**Who was the easiest to trust? Why?**

**Did your team play like a bunch of individuals or did you lay out a plan to work together and play like a team?**

## DAY THREE: Blob Tag

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

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

**SETUP:**

- This is a non-team game.
- Two players are designated to be "It." A certain space is designated as the playing area. The size should be larger the more children that are playing.
- GROUND RULES:
  - \* Players must work hard not to get caught by either "Blob."
  - \* Players must work as a team.
  - \* Players cannot leave designated area.
  - \* "Its" need to be aware their team can become a whip, be careful so the end player doesn't get hurt.

**TO PLAY:**

- When the leader says, "Begin" each "It" begins to chase the other players.
- If a player is tagged by an "It" that player joins hands with that "It."
- The game continues until all players have been tagged and become part of a "Blob."
- Players can run through the middle of the blob and still be free. Only the end people have the power to make people part of the blob.



- The winning team is the one who has the most players at the end.
- Watch for teachable moments.

**DEBRIEF:**

**Who were the best players on your team: the fastest, strongest player who tries to help someone else?**

**Was there anyone you could trust to help you out in the game? Why?**

**How can you trust someone when you play a game like this?** *When they tell the truth if they are caught or not, being honest if they are out of bounds.*

## DAY FOUR: Free Play

**MATERIALS:** Balls, jump ropes, board games, hula hoops, marbles, etc..

**OBJECT:** As children make rules, decide teams, and determine which game to play they are learning life skills. As adults allow the children to lead, the children learn to negotiate and solve problems.

**SETUP:**

- Lay out free play supplies.
- Adults are present to participate as a child and to make sure nothing dangerous happens.

**TO PLAY:**

- Encourage the children to play or organize their own games.

**DEBRIEF:**

**Who did you trust today?**

**Can you tell me of an example of someone who is worthy of your trust?** *For example, “I saw Camille step out of bounds and then she said she was out. She told the truth so I can trust her.”*

**When was it hardest for you to trust?**

**TRUST GOD: WEEK 2**

# **WEEK 2 – BIBLE CLUB**

**LESSON AIM:** To help the child understand that God is trustworthy.

**SCRIPTURE:** Daniel 3:1- 30

**MEMORY VERSE:** Trust in the Lord with all your heart and lean not on your own understanding; in all your ways acknowledge him and he will make your paths straight. Proverbs 3:5-6

## **Shadrach, Meshach and Abed-nego in the Fiery Furnance**

The story of Shadrach, Meshach and Abed-nego is one of total faith and unbelievable trust in God. The story begins as Nebuchadnezzar is in his 18th year as king. He constructs a golden image that is about 8 stories high. We don't know exactly what it was, but it might have been a giant head, much like the Egyptian obelisk that many of the Pharaohs had constructed.

Nebuchadnezzar immediately ordered everyone to bow at the sound of some musical instruments that he had chosen. Soon, he was alerted to the fact that a group of Jewish men that were friends of Daniel were not bowing. When they were approached by the king about their behavior, they gave the most profound statement of their trust in God. Read Daniel 3:17-18. They clearly say that their God is capable of delivering them and if He doesn't they still won't bow!

This is exactly the principle that we want the students to learn, that God is trustworthy!! These three young men were willing to bet their lives on it. How many of us would be willing to do the same?

This act of trust in God made Nebuchadnezzar so mad, that he heated up the furnace seven times hotter than usual. Then, he had them all tied up and thrown into the fire. The fire was so hot, that the three men that threw them into the fire died, just by being so close to this deadly flame. It's almost like God told us that so we could have some idea what that fiery inferno must have been like and that without His help anyone would die instantly!

As the king looked into the blaze, he did not see three men but four! He even identified the fourth as "the son of the gods." God made it evident that his presence was there with his children. From their testimony of trust that they placed in God, many believed.

Discipleship  
Tip

Ask the children if they think they could trust God enough to stand up for what He says in a difficult situation. Encourage them to think through some things that they might have already done that demonstrated their trust in God. What are some other things that they can do? Share with them a time you had to trust God in a hard situation.

## Hook

### Disclaimer:

This BIBLE CLUB might cause lots of havoc at your youth center, but the point will be to teach them a lesson that they will never forget. At least read through this and prayerfully consider if this would be an experience that you would want your students to participate in doing. It may be a good idea to ask the rest of your staff how they think the kids will respond.

## The New Director Who Won't Follow God!

### OBJECTIVE

As we are studying Shadrach, Meshach, and Abed-nego and the way they stood for their faith in God, we want to give the students a chance to experience the same situation.

### SETUP

- Ask someone who is a stranger to the children to play the role of an interim director.

### ACTIVITY

- **Say:** “The present director tells the children that “Miss/Mr. \_\_\_\_\_” is going to see what it would be like to be the director of a S.A.Y. Yes!® Center.”
- The present director continues by telling the children they are to completely obey “Mr./Miss \_\_\_\_\_.”
- The interim director explains to the children that there will be new rules in the S.A.Y. Yes!® Center under his/her directorship.
- The interim director gives his/her rules: There can be no talk of God in the Center. There will be no BIBLE CLUB time. It will now be study skills time because they need to improve more in their academics. There will be no praying at anytime and everything about God should be taken down. The interim director tells them if they violate any one of these things that they will have to sit out for the rest of the day and not be able to come to the Center for a week. (Or, make up your own punishment, but remember it needs to be severe enough to compare to the fiery furnace!)
- There are probably two or three strong students, the leaders of the Center, who won't go for this. That is the point, will they stand up and not bow down to any other god?
- If you think that these students would not be able to take it or that they would ruin it for the rest of the students by yelling out something like, “This is one of those teaching things isn't it? I'm not going to fall for this,” get them in on it in advance.
- **Last resort option:** tell them what's going to happen and ask them to go along with it. Tell them to stand up for the right thing and see who will follow them.
- But you know your students, so decide what would be best for them. Bathe this exercise in prayer. Only the Holy Spirit can direct the activity to where God the Father wants it to go.
- Today, do Bible Club as the last activity of the day. Just before Family Time.

## Week 2 – Trust God

- During the homework time, the Interim Director takes down anything in the room that has something about God on it.
- The interim director moves the children and staff through the day ignoring what would have been Bible Club.
- If kids have disobeyed already, the interim director tells how they disobeyed. Bring them into the room and have them stand in front of the whole group. Tell them how disappointed you are in them and send them to the back of the room to sit out. Be sure and tell them, if anyone one else wants to do the wrong thing, they will get in trouble too.
- If there are kids who are in on it, have them wait until this time to say that they want Bible Club back and they like praying and talking about God at the Center. You could have them stand up and yell this to you and walk off, or you could have them just say, “I’ll take the punishment, but you can’t stop me from praying.” Whatever you think will work.
- Forty-five minutes before closing have the children sit in a circle on the floor. Have the S.A.Y. Yes!® director come forward and **say**,

“Why do you think Sarah, the child who disobeyed, wouldn’t do what we asked?

How did you feel when Mike, the interim director, told you the new rules?

We did this today to help you understand what it must have been like for three young men in the Bible who had to go through something very similar.

You will see in this story how standing up for what is right and placing your trust in God to see you through made a big difference in the lives of many people.”

“We have been talking about trust and what it is. This week we want to explain how God is the only one who you can really trust. All the rules that you heard earlier were just an experiment to see who would follow the interim director although he was not following God. The rules are pretend so you can just forget that part and we are having bible club today and not study skills.”

Now you can move into the Bible Story section.

## Bible Story

BIBLE CLUB today is set up as a play of the story in Daniel about Shadrach, Meshach and Abed-nego. The leader needs to pick volunteers to help act out the story. The narrator should read the story and have the actors act out the story as it is being read.

**Suggestion:** have two mentoring groups work together to perform the skit. If children have a part, it will keep them attentive. If possible, designate a separate room for each pair of mentoring groups. Assign a character to each child, the mentor is the Narrator. If there are non-readers, assign two children the same character. Challenge the non-reader to listen carefully because you are going to ask him questions at the end.

**CHARACTERS:** Narrator, Nebuchadnezzar, messenger of the king, Shadrach, Meshach and Abed-nego, three men to carry them to the furnace, and God.

**MATERIALS:** Signs that say the names of the characters, something to represent the fiery furnace, something to represent the statue of gold.

**IDEAS:** *To represent the fire*, you could get a fan and tie red ribbon or crape paper(streamers) to the front of the fan and turn it on high speed. This will give the illusion of dancing flames and a noise like a roaring fire. You could even have it down low in the beginning until the king orders it made seven times hotter than it was already. *To represent the statue*, you could get a huge doll, draw a poster or if worse comes to worse, just imagine you can see the image.

The play should be read as follows. The **characters** are in bold so that their names will be easily identifiable and their *actions* are italicized so the leader will be more aware of what the actors should be prompted to do.

**Hint #1:** Be sure to tell the narrator to let the actors repeat after him or her in small phrases so that the actors won't have too much to remember to repeat back.

**Hint #2:** You could make a copy of the script and highlight the different parts of the characters ahead of time so that instead of the narrator reading the things that are in quotation marks and having the actors repeat him, the actors could just read it themselves. Sometimes though, they can concentrate more on acting when they don't have to concentrate on reading.

**Hint #3:** Have the children first read the play to themselves. Encourage them to pay close attention to their own part. Give them a minute or two to think of the actions they will do at the appropriate time.

## Shadrach, Meshach and Abed-nego

Once upon a time, there was a great king in Jerusalem. His name was **Nebuchadnezzar**. He had been king for 15 years and ruled the people very strictly. (The king points his finger at the people strictly)

One day **King Nebuchadnezzar** decided to have a *gold statue built* so that everyone would have something to worship. **He** told everyone, *“Bow to this gold statue when you hear the music play. If you don’t, I will throw you in a fiery furnace.”*

Now, also in the land of Jerusalem, there lived three young Jewish men named **Shadrach, Meshach and Abed-nego**. They *believed in God*. They always *prayed to God* and tried their best to do everything that God wanted them to do. Then one day, they heard about the king’s orders to bow down to this golden statue. They thought about what they had read in the Holy Scriptures. *“You shall have no other gods before me.”* They knew God would not want them to do this. *So they didn’t bow down when everyone else did.*

A few days later, when **they** heard the music played, *they didn’t bow* to the golden statue, like they did every day. But this time, the king’s **messenger** was there and *he saw the whole thing*. **Shadrach, Meshach and Abed-nego didn’t change**. **They kept doing what they knew was right** although they knew the king’s messenger would go and tell the king. Worse than that, they knew that anyone who didn’t bow would be thrown in the fiery furnace. They still would rather do what God wanted instead of what the King wanted.

Just like they thought, **the messenger went straight to the king** as fast as he could. He couldn’t wait to see if the king would really throw them in the fiery furnace. **He** said, *“Hey King Nebuchadnezzar, guess what I just saw! I saw three people not bowing to the golden statue when the music was played!! Can you believe it?”*

**King Nebuchadnezzar** was very angry. **He** yelled, *“Who are these people who dare not to bow to my statue? Tell me right now or I will kill you too!”*

The **messenger** sure didn’t want to die so he said, *“It was Shadrach, Meshach and Abed-Nego, your highness. That is who I saw still standing when everyone else bowed. They said that they believe in the one true God and they will not bow to any other”*

*“In that case, crank the fire to seven times its normal heat and we will see if the ‘one true God’ as they call him can save them this time.”* *“Ha, ha, ha, ha, ha,”* laughed **King Nebuchadnezzar**. The king was sure he would make them see how wrong they really were.

The **king had the three men arrested**. He brought the men before his throne and said, *“I heard that you are not bowing to the golden statue when the music is played. Is that true?”* The **three men** said, *“King, we are not scared of anything you do to us. Our God will protect us from you. And even if he doesn’t we want you to know that we would rather die than bow down to another God.”*

The **King became very mad!** **He had his men tie them up very tightly**. Then, he had **three men carry them to the fire and throw them into it**. The fire was so hot, that even the **three men** who carried Shadrach, Meshach and Abed-nego to the fire *died right there in front of the fire*. They could not stand the heat.

**Everyone** had gathered to see *the three men be thrown into the fiery furnace*. Even the King came to watch. As they watched the three men get thrown into the fire and the fire continue to burn, they saw something strange inside the fire. King Nebuchadnezzar spotted it first.

*“Hey everyone,” said the **king**, “Wasn’t it three men we cast into the fire?”*

*“Yes, King, of course”, said the **messenger**. “So then why can I see four people in there walking around like there is nothing wrong and they are okay and the fourth looks like the son of the gods! I can’t believe this! Get them out of there.” said the **king**.*

The **king** shouts into the fire, *“Hey Shadrach, Meshach and Abed-nego, you servants of the most high God, come out of there for your god has protected you from the fiery furnace.”* When the **three men** walked out of the fire, they were perfectly fine. There was not one thing on their bodies that was burned and they did not even smell like smoke!!

Then the **King** said, *“I have a new law! From now on, if anyone says anything bad about the God that Shadrach, Meshach and Abed-nego serve I will tear him or her limb from limb. Their God protected them on this day and no other god that I know can do that much!*

From that day forward, the king made sure that Shadrach, Meshach and Abed-nego had whatever they wanted and lived a happy life serving the Almighty God.

See next page for Discussion Questions

**DISCUSSION QUESTIONS**

**Who were the people in the story?** *(King Nebuchadnezzar, Shadrach, Meshach and Abed-nego, the messenger, the people.)*

**What did the king want the people to bow to?** *(A golden statue that he had made.)*

**Why didn't Shadrach, Meshach and Abed-nego bow to the statue if the king had told them to?** *(God said they were not to bow or worship any other gods.)*

**God saved them in this story, but do you think there also have been times when people did have to die because they disobeyed their king, or ruler and chose what God wanted?** *(Yes, Paul was put in jail many times, Peter was killed for what he preached, Stephen was stoned for teaching about Jesus and even Jesus died because people told him not to do something that was against God and he followed God no matter what. You can think of other examples too!)*

**How did you feel when people were punished because they followed God today, even though it was the interim director who told them not to obey Him?**

**If because of obeying Jesus you experience pain or disappointment, how does that make you feel?**

**How does that make you feel towards Jesus?**

God does sometimes allow very difficult, painful situations to come into our lives and sometimes we don't understand why. But Jesus does love us, and if we trust Him, He will make it work for our good.

**Mentor:** Tell of a difficult time when you trusted God. If you see the good in it now share that with the children. If you still don't see the good, be honest. Why do you continue to trust God?

Have them look up and **read Proverbs 3:5-6**. Explain to the children that sometimes we can't understand, but we can trust.

**What is an area of your life where you need to trust God?**

Spend some time in prayer with the students asking God to help them learn how to trust him.



## WEEK 2 - SKIT

### Skit #1

**CHARACTERS:** Rueben and Bobby

**SCENE:** Rueben and Bobby are walking home from school.

**Rueben:** I can't believe the kids in our class voted me class treasurer!

**Bobby:** Kids at school trust you, Rueben. They know that you will do what is right no matter what! That is why they want you to be in charge of the money!

**Rueben:** How do you know they trust me?

**Bobby:** Do you remember when Carlos was cheating on his test?

**Rueben:** Yea, what about it?

**Bobby:** Carlos is one of the most popular kids in school, nobody thought he should cheat but no one had the courage to tell on him. You weren't worried that no one would like you, you did the right thing and people see that!

**Rueben:** What does that have to do with voting for me?

**Bobby:** Rueben, don't you get it? People see that you stand up to people who are doing the wrong thing. You have courage enough to do things like that.

**Rueben:** I guess I just trust that when I do something that makes God happy He will protect me and give me the right kind of friends.

**Bobby:** See what I mean? How about the time everyone was standing around and talking about Emma. Everyone was putting her down because she walks a little differently. You walked up to them and in front of everyone you stood up for her. Some people even made fun of you then but you see what they really think about you. They trust you!

**Rueben:** I guess I forgot about that. At the time, I thought everyone thought I was stupid. I guess when you trust Jesus and do what he asks he will bless you!! It's not always right away but he will be happy! What is important is that God is happy!

**DEBRIEF**

**How had Rueben showed he trusted God?** *By standing up for someone, although he would be ridiculed.*

**Why did Rueben stand up for the girl who walks differently?** *Because the Bible says to “be kind to one another and to everyone else.” (1 Thessalonians 5:15) Rueben trusted Jesus enough to be obedient although it might cost him some pain.*

When we do what is right will we always, be rewarded? No. At times, our trust of God must take us through difficult times. In those moments, we must remember past times when the Jesus was faithful.

## Skit #2

**CHARACTERS:** Maria and LaTasha

**SCENE:** The girls are having a sleep over at LaTasha's house.

**LaTasha:** I am so glad that your mom said that you could spend the night at my house, Maria!

**Maria:** Me too, LaTasha! We always have so much fun when you spend the night at my house! It's fun to spend the night at your house finally.

**LaTasha:** Yea, well, I have... (Pauses abruptly because she heard a loud noise outside.)

**Maria:** What was that noise?

**LaTasha:** I don't know but it sure sounded close!

**Maria:** What should we do?..(the noise happens again.)

**LaTasha:** MOM (She yells)

*Maria and LaTasha pause to listen both for the scary noise to reappear or LaTasha's mom to answer. They hear neither.*

**LaTasha:** MOM (She yells again! They both pause again.)

**Maria:** Your mom must really be sleeping hard, huh?

**LaTasha:** I don't know why she's like that! Sometimes when she has been drinking she just lays down and I can't wake her up for anything!

**Maria:** Do you remember in Sunday School the other week they were talking about how we can trust Jesus for whatever we need. I think we need Jesus to protect us right now and help us not to be afraid.

**LaTasha:** So what are we supposed to do?

**Maria:** Well, I think we should pray and tell Jesus that we are scared and that we need him to protect us.

**LaTasha:** Well, I guess it couldn't hurt.

**Maria:** Okay, I will pray. Dear Jesus, We are scared because we heard a scary noise outside. We need someone to protect us so that we don't have to be scared anymore. Help us to feel safe. Amen.

*LaTasha and Maria open their eyes and smile at each other.*

**LaTasha:** I feel better already. I am so glad that we decided to trust Jesus.

**Maria:** Me, too!!

**DEBRIEF:**

**How do you know that LaTasha and Maria trusted Jesus?** *Because they felt peaceful after they prayed.*

**Is there something else in this story where LaTasha needs to trust Jesus?** *Her mother's drinking. LaTasha needs to be praying and believing that one-day Jesus will heal her mother of her alcoholism. LaTasha needs to understand that it might take a long, long time.*

## WEEK 2 - MEMORY VERSE

**MEMORY VERSE:** Trust in the Lord with all your heart and lean not on your own understanding; in all your ways acknowledge him and he will make your paths straight. Proverbs 3:5-6

### Word Scramble

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

- Divide the children in small groups of two or three.
- Depending on the time you have, decide how many rounds you can play.
- If you have 10-15 minutes, you could do about 4 rounds.

Set the rounds up like this:

Round one: Two minutes for the team to get their verse in the correct order.

Round Two: One minute to get the verse together right

Round Three: 30 seconds to get verse together

Round Four: Bonus round- give students a verse from previous months to put together in the same way. Whoever finishes first is the winner.

- As you go through the rounds, everyone who finishes within that time can advance. If you have lots of winners, GREAT! Your kids know the verse.
- Give a concrete reward to the winners. Here's an idea:

Round one: 1 S.A.Y. Yes!® dollar

Round two: 2 S.A.Y. Yes!® dollars

Round three: 3 S.A.Y. Yes!® dollars

Round four: 5 S.A.Y. Yes!® dollars

## WEEK 2 - PRACTICAL LIVING

### Dealing with Depression

Most children are not in touch with their feelings. They may not even know they are depressed. Rather than talk with them about being depressed it might be easier to talk about being sad. You know your children and what would be best for them.

You might want to split the older children from the younger ones.

#### ACTIVITY

- This will best be done in small groups.
- Give each child the Hope and Depression form (see following pages).
- Give each child a yellow, black, green, blue, and red crayon.
- Ask the children to draw a picture of each feeling – hope/depression.
- The drawing can be anything that shows, for them, the feeling.
- Do not make suggestions to them.
- It will be best if they can be apart from one another for this.
- The youngest children will need the words read to them.

#### DEBRIEF

- Allow each child to tell you about his/her picture.
- Do one feeling at a time.
- After they have all had the opportunity to tell you about their drawing for a particular feeling, you tell them of a time when you experienced the feeling.
- Be sure to use feeling words.
- Let the children see you actually experience the feeling as you are telling them.
- Be sure to include how you handled the feeling.
- Maybe you acted out. Would you do the same thing today? Have you grown?
- This is going to require you to be vulnerable.
- If you are willing to do this Jesus will be glorified.

**For instance: Hope** “I remember when I was going to graduate from the eighth grade. I wanted a dress so badly. I had seen it in a magazine and knew of a store where I could buy it. I had great hope that I might be able to get it. When I thought of the dress my body would tingle with expectation. I had a lot more energy. I felt like running and jumping. I had a smile on my face. Life seemed to be great because I had hope that I was going to get the dress I wanted.”

**For instance: Depression** “I remember going through a time when I was in grade school that I was very depressed. I was sick a lot and because they didn’t know what was wrong in the beginning, they made me wear pants every day so I wouldn’t get cold. I was the only girl in the school who wore pants, so I felt embarrassed. I was really fat and was already teased about being fat so this just added to my pain. To try and escape from my pain I would eat more and more. I guess I thought my only true friend was food. But it wasn’t. Eating more just made me get fatter I felt like sleeping all the time. I wanted to just hide myself away where no one would ever find me. I hurt really bad inside. I wanted to cry and cry and cry.

NOTE: If you have never felt truly “depressed” (or as depressed as the example given) try to share an example of a time when you felt overwhelming grief or sadness.

**Can you tell me what your body feels like when you have hope?** *High energy, good tingly, relaxed, you have positive thoughts...*

**Can you tell me what your body feels like when you are depressed?** *Tired, bad tingly, nauseated or very very hungry or can’t eat at all, don’t want to do anything.*

**What do you think would be something good to do when you feel like that?** *Find an adult you can trust and tell him/her how you feel, listen to music that reminds you how much Jesus loves you, write in your journal, tell Jesus how you feel and ask Him to take this feeling away, think through why you might feel this way. Sometimes it makes sense that we feel so bad because of what is happening in our lives. That is when we really need to talk to someone. **Do not isolate yourself.***

**Sometimes what we eat can make us feel this way.** It is important to think about what we eat. Ask yourself if you have eaten foods with too much sugar, caffeine, salt, and chemical additives. **Have you had enough protein and fresh vegetables?**

**What will you do if you feel depressed?** *Talk to an adult, sing songs about Jesus, pray.*

Have the children quote this month’s Bible verse, **Proverbs 3:5-6.**

**God is working in our lives even when it doesn’t look like it. We don’t always understand why He allows certain things to happen to us.** If you have experienced Jesus bringing good out of a difficult situation, tell them about it. Don’t give platitudes, but let the children know Jesus does care for them. He cares about their pain.

**Have a time of prayer. Ask Jesus to teach each child how to deal with depression when it comes.**

**HOPE**

**DEPRESSION**



PRACTICAL LIVING - **OPTION 2**

## Thank You Letter to God

This activity is designed to help the student understand more about God’s character by seeing that he is the only one who can be fully trustworthy.

**MATERIALS:** Paper and pencils, optional: nice stationary for letters

- To begin this time, share a way that you had to trust God to protect you, to guide you or to help you make a decision.
- Tell of an example in your personal life to which the children can relate.
- Answer these questions as you share your example of trusting God:

What would have happened if you had not trusted?

What might you have done differently?

Would it have been harder or easier?

- Put to words the way that you thought out your letter.
- This is modeling both critical thinking skills and Godly wisdom.
- An example:

I decided to write my own letter to God. I remembered how trustworthy He was when my car broke down last month. Do you remember? When I took it into the shop, they told me it would cost \$500 to fix it. I knew I didn’t have that much money, so I went home and prayed. It ended up that the repairman called back and said he found a used part that still worked well and he could put that in for about \$300. That made it better but I still didn’t have that much money. The next day I got a call from someone who needed me to do a job for them. They said they would pay me \$300. I told them that was exactly what I needed to get my car fixed. Since I needed my car to do the job they agreed to give me the money in advance! God provided! If I hadn’t trusted God, I could have gotten very mad and maybe decided not even to come to the center that day. I also could have put that money on a credit card, then I still would not have been able to pay it back, and then I would have missed the exciting way that God provided for me. Plus, knowing that I have a God who is looking out for me makes going through these situations easier because I know I have someone I can trust.

Your story does not have to be that dramatic, but it would help show how mighty God really is!

- Write a letter to God thanking him for being fully trustworthy.
- Read this to the kids.

- Suggestion: have copies for each child so he/she can read along with you.
- Encourage the kids to think of a time that they had to trust God.

Brainstorm in the group.

There might be something that happened at the S.A.Y. Yes!<sup>®</sup> Center that involved all the kids.

- Have the kids write their letters.
- If there is time allow them to read their letters to the group, if they want.
- These letters can be used as part of this week's craft project.

## WEEK 2 - READ-A-LOUD

*New!*

### “Rack, Shack, and Benny”

A Veggie Tales Video

This video tells the Bible story in a funny way with lots of great songs

### Or, you may do the following

### “The Volunteer at Auschwitz”

By Chuck Colson; *The Book of Virtues* by William J. Bennett; pages 803-808

**SUMMARY:** This is the story of a Polish priest that died in the prison camps of the Nazi’s in the early forties. The priest was told that he could not preach anything against what the Nazis believed. They came for the priest and he did not try to hide. He was praying even until the moment they pulled up in their trucks. In the camp, he continued to minister. One day, a prisoner in the same barracks he was in escaped and was not captured. The guards chose to punish ten other prisoners in his place by sentencing them to starvation. The priest was not picked to die by starvation, but because he felt compassion on one man who cried out for his wife and children, he offered to die in his place. The guards allowed the change and the priest led ten prisoners to Jesus as they starved to death. Where usually there was screaming coming from the starvation chamber, this time there was singing. When the doors opened many days later, the faithful priest was still alive along with four other men. They killed them then by lethal injection. The amazing story of faith and trust in God is what is most memorable.

**Note:** This story ties in very well with the story of Shadrach, Meshach and Abednego but it is pretty long. If you want, you can divide the story into two weeks. The two-week plan is also included for you to have a format to be able to do that if you wish. Also, there are a few graphic parts be careful not read everything.

### PRE-READING QUESTIONS

**Does anyone know who the Nazis were?** *They were a group of people lead by Adolph Hitler that believed there was only one chosen race. This race had blonde hair and blue eyes. If anyone did not fit this description they were not part of the nation and should be put into prison or killed. They killed millions of Jews during the time that Hitler ruled in Germany.*

**Where is Poland? What other counties are next to it?** *Poland is a part of Europe. It borders Germany, the former Czechoslovakia, and the former Soviet Union. Hint: You might have a map out to show them where Germany and Poland are.*

**What is a friar?** *It is someone who teaches people about Jesus. He is like a priest.*

**So, what is a friary?** *A place where all the priests, or people who tell people about Jesus, live.*

### LISTENING QUESTIONS

Before you begin, tell the students to listen for the answers to these questions. You will ask them these at the end.

Think back to the story of Shadrach, Meshach and Abed-nego and listen for things that they did that the priest in this story does.

They both did what God wanted above their ruler. They both continued to do what was right although they knew it might cost them their lives. They both went to death unafraid of dying. They both out lived the torture to which they were sentenced.

How did the priest in the story show that he trusted in God and not in man?

He continued to preach no matter what Hitler said. He didn't run away when they told him they were coming for him. He volunteered for the torture, although it would mean his death. He was not afraid of death because he knew where he was going when he died. He sang even until death.

Ask the following questions after you review the answers to the listening questions:

### POST READING QUESTIONS

**What was the part of the story that made you most amazed at the priest's trust in God?**

**Have there been times when you have had to do what is right and trust that God will protect you?** Tell us about it.

**Who are the people in your life that might be like the king or the ruler in these stories that we have read?** *Teachers, parents, etc.*

## Alternative: Two Week Plan

### Week One

The section of the story that should be read this week is pg. 803-805 (read to the middle of 805 where there is an extra space. You will end with the phrase “so tortured by hunger that they could not sleep.”)

Ask all of these questions like you normally would.

### PRE-READING QUESTIONS

**Does anyone know who the Nazis were?** *They were a group of people lead by Adolph Hitler that believed there was only one chosen race. This race had blonde hair and blue eyes. If anyone did not fit this description they were not part of the nation and should be put into prison or killed. They killed millions of Jews during the time that Hitler ruled in Germany.)*

**Where is Poland? What other counties are next to it?** *Poland is a part of Europe. It borders Germany, the former Czechoslovakia, and the former Soviet Unio) Hint: You might have a map out to show them where Germany and Poland are.*

**What is a friar?** *It is someone who teaches people about Jesus. He is like a priest.*

**So, what is a friary?** *A place where all the priest or people who tell people about Jesus live.*

**Say:** Today we are only going to read half of the story, we will finish it next week. I am going to tell you some things to listen for this time and then I will tell you more things next week. Some things might cover both weeks though so I will read this again next week.

### LISTENING QUESTIONS

**Think back to the story of Shadrach, Meshach and Abed-nego and listen for things that they did that the priest in this story does.** *They both did what God wanted above their ruler. They both continued to do what was right although they knew it might cost them their lives.*

**How did the priest in the story show that he trusted in God and not in man?** *He continued to preach no matter what Hitler said. He didn't run away when they told him they were coming for him.*

Ask these questions after you review the answers to the listening questions.

### POST READING QUESTIONS

**What do you think will happen next to the priest in prison?**

**Do you think he will turn away from God or stand strong? Why do you think this?**

**What kinds of things could happen to him in a prison camp?**

**Does God have to save him? Why or why not?**

**Will God be with him?**

Week Two

Begin this week by asking them what they remembered happened in the story last week. Help them remember things like who the main character is, where he is right now, why he is there and things like that.

Have them predict again what they think is going to happen to the priest. (Do they think he will die? Will God protect him? etc...)

Ask these listening questions again:

**LISTENING QUESTIONS**

**Think back to the story of Shadrach, Meshach and Abed-nego and listen for things that they did that the priest in this story does.** Last week we saw how they both did what God wanted above their ruler. They both continued to do what was right although they knew it might cost them their lives. Listen for what they will do now that is the same. *They both went to death unafraid of dying. They both out lived the torture to which they were sentenced.*

**How did the priest in the story show that he trusted in God and not in man?** Last week we saw how he continued to preach no matter what Hitler said. He didn't run away when they told him they were coming for him. Listen for what he will do at the end of the story. *He volunteered for the torture although it would mean his death. He was not afraid of death because he knew where he was going when he died. He sang even until death.*

Ask these questions after you review the answers to the listening questions.

**POST READING QUESTIONS**

**What was the part of the story that made you most amazed at the priest's trust in God?**

**Have there been things that you have had to do what is right and trust that God will protect you?**

**Who are the people in your life that might be like the king or the ruler in these stories that we have read?** *Teachers, parents, etc.*

# WEEK 2 - CRAFTS

## ✂ Prayer Journal

**MATERIALS:** Poster board or card stock for the covers; markers, lettering stencils; decorative stickers; designs to trace; blank regular paper for the inside of their journal; stapler, brads or ribbon to fasten the book together.

### **PURPOSE:**

This activity is designed to help children recognize that God is trustworthy and that he can prove this to us through our prayers.

- Let the children decorate their own prayer journal.
- The best size for these books is 8-1/2 "x 5-1/2", which is half of a regular letter size piece of paper.
- If you cut a piece of construction paper in half it will be slightly larger, this will be good, too.
- The books that will last longer are the ones that are put together with stronger covers.
- The covers should reflect each child's personality.
- Suggested decorating items to have available:
  - Stickers that represent their interests (pets, cars, sports, etc.)
  - Stencils to write the words prayer journal in fancy letters.
  - Markers, colored pencils, crayons and glitter
- A pre-formatted sheet is included that can be copied for the children. It has spaces for the children to write down their prayer request and a place to write how and when they were answered.
- Binding the books:
  - Staple the books and make a crease in the top cover so that the book can open easily.
  - Punch holes through out the whole book and tie a ribbon through the book. If you decide to do this method, you should probably do all the whole punching before hand so that all the students have to do is run the ribbon through the holes.
  - Put 10 - 20 pages in each book.
- If they wrote letters to Jesus earlier in the week give them back their letters.
- Have them glue their letter in the front of their Prayer Journal.

## Week 2 – Trust God

- As the children work on their journal talk about when they might use it. If you regularly journal share your own experience.
- If you did the Practical Living session on depression, be sure to tie it into this craft project. Encourage them to write to Jesus about their feelings.
- Have the children write their first entry in their journal
- Find a time in your day when the kids can regularly journal.
- Keep the books in their classrooms and as they are done with their homework encourage them to write in their prayer journal.



Prayer Request

Date: \_\_\_\_\_

---

---

---

---

---

---

---

---

---

---

---

Answer

---

---

---

---

---

---

---

---

---

---

Prayer Request

Date: \_\_\_\_\_

---

---

---

---

---

---

---

---

---

---

---

Answer

---

---

---

---

---

---

---

---

---

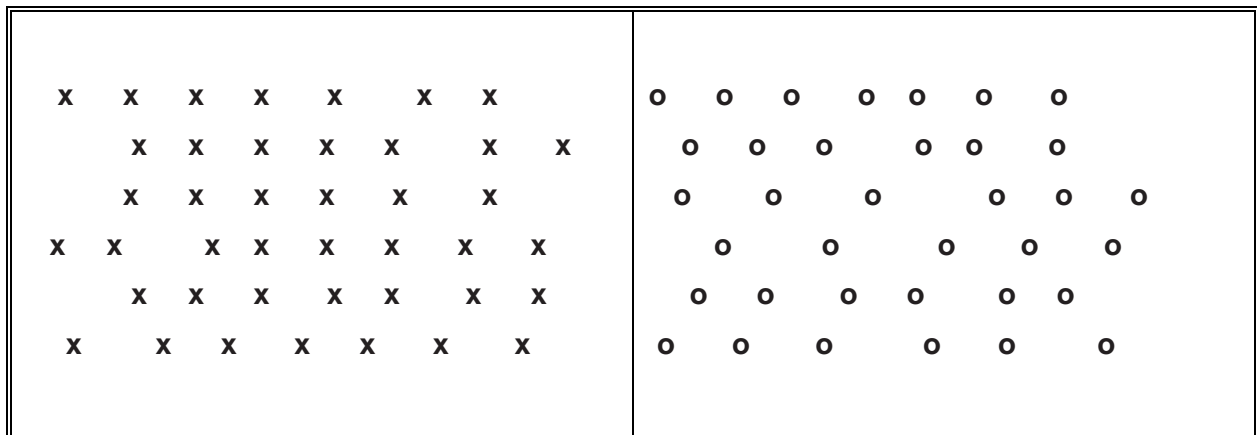
---

# WEEK 2 - RECREATION

## DAY ONE: Balloon Volleyball

**OBJECT:** To be the team that scores the most points by not allowing the balloon to touch the ground on their side.

**MATERIALS:** Balloons; a "net" - rope laid on ground or chairs to divide teams.



- Divide players into two teams.
- Players sit on the floor facing the net.
- A counselor bats a balloon with their hand to the other team.
- They try to keep it in the air and over to the opposing side.
- Only 3 touches of the balloon are allowed by a team before it goes over the net.
- Players must keep their bottoms on the floor at all times. (Sometimes it is a good idea to let the kindergarten and first graders stand up on their knees because they are so short they might not ever touch the ball)
- Points are scored if:
  - the ball touches the ground on opposing teams side
  - more than 3 players on the opposing team touches the balloon before it passes over the net.

**DISCUSSION:**

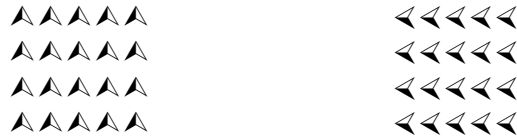
**What made this game fun?**

**Was it fun when you saw your team work together to be able to win a point? You had to put your trust in them to hit it when you could not reach it yourself.**

**Was it hard to trust? Did everyone always hit it over? Could you still trust them?**

**DAY TWO: Cat And Rat**

- Have the children line up in lines. They all face the same direction holding hands, thus forming pathways. (Below the players are facing the top point in first set, left point in second set.)



- One player is chosen to be the Cat and one player is chosen to be the Rat.
- When the leader says "Go," the Cat begins to chase the Rat up and down the pathways.
- If the Leaders shouts "Switch," the players turn (as seen above) changing the pathways from east to west to north to south, etc..
- If the Cat catches the Rat, the Rat immediately becomes the cat and chases the new rat.
- The leader may also call out Rat chase Cat.
- The more often switches are made the more fun it is.
- If the Cat or Rat breaks through the players hands, or cheats in other ways, have them sit out of the game.

**DISCUSSION**

**What happens when somebody cheats? Who does the cheating affect? Does that make you want to trust that person the next time?**

**What is most important in playing a game - to win or to have a good time?**

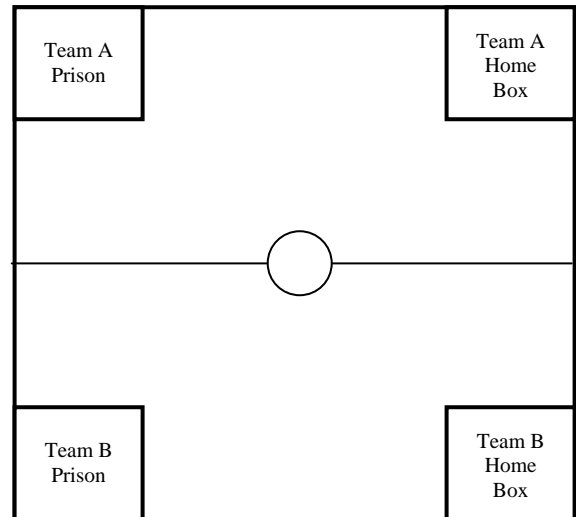
(Help the children think through the importance of having a good time rather than winning. Everybody can have a good time, not everyone can win. Winning does not make me a better person. Learning to enjoy the process of trying, failing and trying again is what will make me a better person.)

## DAY THREE: 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.
- With masking tape make a team A Home Box and Team B Home Box.
- Again use the masking tape to make a Team A and Team B Prison.



**TO PLAY:**

- Designate which team is Team A and which is team B.
- Team A gathers in it's home box and Team B gathers in it's home box.
- A Captain is chosen for each team. Perhaps the counselor.
- The Captain for team A picks his fastest runner to run to the circle and yell "My City."
- At the yell of "My City" Team B's Captain sends out his fastest runner to tag Team A's runner.
- As soon as Team B's runner is sent out, Team A's captain can send out his #2 runner who tries to tag Team B's #1 runner.
- Next Team B's captain sends out his #2 runner who tries to tag Team A's #2 runner.
- A runner can only tag the person he has been sent out to tag. If he accidentally tags someone else he must go to prison.
- If a player is tagged she must go to prison.
- Players remain in prison until tagged by one of their own players.
- If a player gets back to her "Home Box" 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 had seen Jesus' character emulated during the playing of the game. (Be sure you are 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 had gotten away with cheating, but in the end what do they lose? Satisfaction of knowing they had truly succeeded, respect of others, Jesus' pleasure with them, etc.)

## DAY FOUR: Free Play

**MATERIALS:** Any equipment that you have in your closets that the kids might like to play with!

- This free play time is just like last week.
- Remind the students that free play is a privilege.
- Use free play as a reward for a week of good participation in recreation.
- Allow them to play what ever they want and you can play with them, but try not to be the one organizing the game. This is their day to do that. If they look to you to organize it, say "I am just here to play. You tell me what you want me to do."
- It will be a fun challenge for them that they will gladly take!

**TRUSTING OTHERS: WEEK 3**

# **WEEK 3 – BIBLE CLUB**

- LESSON AIM:** To help the child understand the importance of discerning who is trustworthy.
- SCRIPTURE:** I Samuel 18:1-4, 20:1-42
- MEMORY VERSE:** Trust in the Lord with all your heart and lean not on your own understanding; in all your ways acknowledge him and he will make your paths straight. Proverbs 3:5-6

## **The Story of Jonathan and David’s Friendship**

The Bible describes the story of Jonathan and David as one of the closest friendships in scripture. In I Samuel 18:1-4, it says that their souls were knit together. Their closeness was the thing that prompted Jonathan to give up everything that he had for David, including his right to the throne.

David knew that he could count on Jonathan and “he loved him like himself.” (I Sam. 18:3) This kind of friendship most of us only have once or twice in a lifetime. When you find this kind of friend, it is a valuable thing. What we want these children to know is how to open their hearts enough to love and be loved like this. To trust someone means that you have confidence that they will respond in your best interest most of the time and when they don’t you will work through it.

David needed Jonathan’s friendship to protect his life. He had to trust that Jonathan would be honest about what his father Saul was thinking about him. David also had to believe that Jonathan was willing to take the heat from Saul for him. Jonathan was so trustworthy he was willing to make great sacrifices for his friend.

Jonathan fulfilled prophecy by standing for David and having his father, Saul, take away his right to the throne. (I Sam. 20:31) By doing this, God could place the youngest son of Jesse into the royal line. David’s friend had not only been there for him, but he chose his Godly friend over his ungodly father. The friendships that are made among Christians are tighter than brothers because of the bond that Jesus gives us. So, the friends that the children make at the center can be tight because they have Christ as the glue of their friendship.

**Discipleship  
Tip**

Give the students a chance to appreciate their friends. Share with a student who your personal “Jonathan and David” type of friend is and why. Ask them if they know anyone like this. They might not realize who their close friends are, you might need to give them some suggestions if you know who they are close friends with. Encourage them to do something special for their friend to let that friend know how special they are, this is sure to deepen the friendship.

### Hook

**MATERIALS:** Things for an obstacle course like chairs, rope, a sturdy box or some books, a stack of pillows to fall in. If it is outside you could use a bucket of water also; blindfolds.

**OBJECT:** For the children to experience listening to two different voices. One voice is trustworthy, the other is not. The children will learn by trial and error which voice gives them directions they can trust.

#### **SETUP:**

- Keep all of the children in one room, separated from the room where the obstacle course is.
- Have an activity prepared for them to do while they wait to go through the obstacle course. Suggestions:
  - Have them read in pairs;
  - have the older ones read the printed version of the bible story on page 56;
  - have older children read to younger children;
  - or do the obstacle course during homework time
- If space and volunteers are available set up two obstacle courses.

#### **THE OBSTACLE COURSE**

- A room or wide hall
- Suggested obstacles: A chair; rope tied between two objects; a box or stack of books; something to bend or crawl under; stack of pillows.
- The course needs five or six items in it.

#### **TO PLAY**

- Call one of the students from the group.
- Place a blindfold on the child.
- Tell the child he is going to be led through an obstacle course by two guides.
- If the child knows the guides, instruct him to pretend that he doesn't know them.
- Warn the child that one guide will be trustworthy. The other guide is not trustworthy.
- The child is to figure out which guide can be trusted.
- The untrustworthy guide must be very confident and persuasive.
- For example, "I want to make this really easy for you, so just do what I tell you to do." or "There really is nothing in front of you they are just trying to scare you. Just walk straight and you will be fine!" "The other guide is just trying to make you look foolish by having you step over something that's not there."

### Week 3 – Trusting Others

- The guide the child is most apt to trust should play the part of the untrustworthy guide. Then the child must base their actions on the instructions, not the relationship that already exists.
- The children will learn who to trust when they listen to the untrustworthy guide and they run into items.
- At the end the trustworthy guide might say, “Okay, Andre, I see you figured out that I am the trustworthy person. I have one last thing for you to do, if you trust me like I think you do, fall forward and you will fall into a stack of pillows.”
- Make sure they land on the pillows if they trust you enough to do this!
- If they can’t do this, take off their blindfold and show them the pillows. Don’t allow them the pleasure of jumping on the pillows.
- Ask them what they felt when you told them to jump into the pillows.
- If space allows, do not let the child rejoin the other children. You want to keep the obstacle course a real mystery.
- Begin the Bible story as soon as all the children have finished the course.



## Bible Story

Today's Bible story is told in a puppet show format.

**MATERIALS:** 4 puppets; something in which to perform a puppet show; a rock that one puppet can hide behind; and three arrows for one of the puppets to shoot.

**CHARACTERS:** David (*a shepherd boy and soldier*); Jonathan (*a prince*); King Saul; Servant (*Jonathan's servant boy*)

### SETUP

- You need two actors.
- Use puppets you already have or make some from paper bags or socks.
- Suggestions for making puppets:
  - Make clothes out of construction paper, felt or fabric scraps
  - Purchase eyes at a craft store
  - Children could make the puppets the week before if they finish homework early. The creators will then have a sense of ownership when the story is told.
- Suggestions for the puppet theater:
  - Turn a table on its side. Be sure the puppeteers can't be seen.
  - Place a tablecloth over the table. Make sure the cloth goes to the floor hiding the puppeteers.
  - Cut a window in a large cardboard box.
  - Make sure the window is big enough for two puppets.
  - Remember: the more puppets are able to move, the more fun they are to watch.

## The Story of Jonathan and David

David was the son of a poor man who had twelve sons. David was the youngest. He worked in the field taking care of sheep. During the hours alone, he learned to play the harp. He also had to protect the sheep from bears, wolves and other animals that might like to eat the sheep.

In another place at the same time, there was a young man, named Jonathan who was about the same age as David who was the oldest son of the King. He was the prince of the kingdom of Israel, where David lived. He lived in the palace with the King, had nice things to eat, drink and wear. Of course, the prince didn't work! He was busy planning with the king what country they would conquer next.

The one thing that these two young men had in common was that they both believed in God. David prayed to God when he was out in the field and sung songs to God that he played on his harp. Saul, Jonathan's father taught Jonathan about how God had chosen him to be the first King. King Saul prayed to God to ask God what he should do next as king.

One day, David killed a very strong Philistine soldier. The Philistines were the enemies of God and the Israelites. This made David very popular and King Saul was very happy so he asked

David to come and live in the palace.

Now, Jonathan and David lived in the same place and became very close friends. They were so close that the Bible says that they loved each other like they loved themselves! One day, David began to notice that the King was getting very jealous of him because everyone liked David more than they liked the king because David was such a brave soldier. What would you do if you knew the King was mad at you and you lived in his house? You also knew that he had the power to do whatever he wanted! In Bible Club you will find out what David decided to do

## **THE PUPPET SHOW:** Be sure to have the puppeteers change their voice

### Scene One

**David:** *(looking out across the students and hides like he is afraid of someone seeing him)* Has anyone of you seen King Saul? *(hides immediately waits for students to answer)* Are you sure you haven't seen him? *(Students say "YES!")*

Well, in that case, my name is David. King Saul is trying to kill me and I didn't even do anything. I couldn't have made it this far without my best friend in the world, Jonathan. The weird thing is Jonathan is King Saul's son! It might sound crazy but it makes a pretty good story. Do you want to hear it? *(Students answer "YES!")*

Well, it all started a long time ago...*(David slowly lowers or the curtains close if you have some)*

### Scene Two

*Jonathan is on the stage and David comes running in.*

**David:** *(breathing heavy from running)* What have I done wrong? What is wrong with me that your father wants to kill me?

**Jonathan:** What are you talking about David? You won't die. My father tells me everything and I don't know anything about him wanting to kill you! So just relax. You have nothing to worry about.

**David:** Your father isn't stupid. He knows what good friends we are and he has said "Don't tell Jonathan this or he will be mad." But seriously, I swear, I am a step away from having a gun to my head!

**Jonathan:** So what do you need? I will do whatever you ask.

**David:** Tomorrow is the new moon. You know how we are supposed to have dinner with the King three nights in a row? I will go and hide and not show up at the meals until the third evening. If your father asks where I am tell him that you gave me permission, since you are the prince, to go to Bethlehem, my home city to be with my family because we meet there this time every year. If he said its okay that I went, then I am safe. If he is at all angry then he planned on something evil against me. So please Jonathan, help me because we are best friends. If you think that I have done something wrong to deserve this, just kill me yourself!

**Jonathan:** What are you talking about? You didn't do anything! If my father has decided to hurt you I promise I will tell you.

**David:** So how should we do this? Who will tell me what you father says when he sees I am not there?

**Jonathan:** Come on. Let's go into the field to talk about it where no one can hear it! *(Move off the stage.*

*Put up something to represent a rock in the field.)*

**Jonathan:** God is our witness to our agreement. This is what I will do. I will go to the meal and find out what my father is thinking about you. If there is a good feeling I want you to know as soon as possible so you're not afraid anymore. If my father plans to hurt you, then I pray that whatever he plans to you will be doubled to me, if I don't tell you. I will also pray that the Lord will protect you as he has protected my father so far as the King. If I live through all this will you still be my friend and protect me from my father, too so that I won't die? Please don't forget me when the Lord saves you from all this and takes care of all your enemies.

**David:** You're my best friend, Jonathan! Of course I will protect you and remember you! So what will the signal be if the coast is clear?

**Jonathan:** Tomorrow is the new moon. King Saul will miss you at dinner because you are supposed to be there. On the third day, come back here to this rock and wait. I will shoot three arrows to the side of the rock like I am shooting a target. I will send my servant boy to get them. If I say to the boy "Hey the arrows are beside you. Go get them," then, everything is okay. You can come immediately! But if I say to the boy, "Hey, the arrows are past you keep going!" then, go because it is not safe. But as far as we go, we will be best friends forever!

### Scene Three

*Saul and Jonathan are eating dinner.*

**Saul:** Why is David, the son of Jesse not here again today? I thought when he wasn't here yesterday maybe he was sick or something, but he is still not here. Do you know where he is?

**Jonathan:** David asked my permission the other day to go to his family reunion in Bethlehem. His brother was pretty demanding that he be there. There wasn't much of a way to get out of it, so I told him that he could go. I thought you would understand.

*Then Saul gets really mad and begins moving around and yelling.*

**Saul:** *(yelling)* Your mother should never have had you. You were a mistake! You are choosing your friendship with that rug rat over me! Well, I hope you know that you are an embarrassment to me and your mother. As long as David lives, you will never be king! Now, go get him so that he can get what he deserves! I will kill him myself!

**Jonathan:** What is wrong with you? What did he do to deserve this?

*Saul throws his spear at Jonathan and Jonathan runs off. Saul runs after him.*

Scene Four

*Hold up a sign that says “ the next day in the field.” Put the rock back in place so that the students will know that it is the same place as before.*

*Jonathan enters the stage sadly with his head down with the servant boy. David is hiding behind the rock waiting for the signal.*

**Jonathan:** Okay, servant boy, I am going to shoot these arrows and I want you to go and find them for me.

**Servant:** Whatever you say Prince Jonathan, just shoot.

*Jonathan shoots the arrow and the servant boy runs and gets it.*

**Jonathan:** Hey, didn't the arrow go past you? Hurry get them and come back as fast as you can!

*The servant boy gets the arrows and comes back quickly.*

**Jonathan:** Here take my weapons and go back to the palace.

*The servant boy leaves. Jonathan looks to see if he is gone and then runs out to where David is hiding. David falls on the ground. They hug each other and cry. David cries harder.*

**Jonathan:** You better go now, David. But we will always be best friends! I promise, I will never forget you!

*David runs away and Jonathan is left sad.*

The End.

**DISCUSSION QUESTIONS**

**Who was David running from? Why?** *King Saul, because King Saul was jealous of David's popularity with the people.*

**What made David and Jonathan so close?** *Their relationship with God.*

**What did Jonathan give up for his relationship with David?** *His relationship with his father and his right to the kingdom.*

**What was it about Jonathan that made David trust him with so much?** *He had depended on him in the past and Jonathan had been faithful and they both loved God.*

**Do you think it might have been hard for David to trust Jonathan with that much? Why?**

Open your Bible to **I Samuel 18:1-4**. Can someone read that? It talks about their souls being knit together. What do you think that means?

To have your heart knit with someone, you must open your heart to someone. You must share the deep things in your heart so that they can really get to know who you are. Do you have secrets that you've never told anyone?

**Do you think you have someone trustworthy like David had Jonathan who you could talk to about anything and share everything thing with him/her?**

**How did it feel going through the obstacle course?**

**In whom did you place your trust? Why?**

**How can you be the type of person that someone else could trust with their heart?**

It is hard to know which humans are trustworthy. Just as you learned by trial and error in the obstacle course, so you will learn in life.

Let's pray that God will let you know who you can trust with you heart. Pray that God will make you the type of person that someone else will be able to trust.

## WEEK 3 - SKITS

### Skit #1

**CHARACTERS:** Rueben, Bobby, and Deanna (S.A.Y. Yes!® staff person).

**SCENE:** Rueben and Bobby are just getting to the center one day.

*Bobby is running in the door and Rueben is following, not running. Deanna is working on something for the center.*

**Bobby:** *(Runs to a spot in the center. Points and is yelling.)* I knew it! I left my backpack right here yesterday and it's gone. I knew someone *jacked* it!

**Rueben:** Bobby, calm down! Did you ask anyone if they saw it?

**Bobby:** Well, no, but I know someone took it!

**Rueben:** Deanna, did you see Bobby's backpack? He said he left it right there yesterday.

**Deanna:** You're right, Bobby did. I locked it up in your classroom last night. I hope there wasn't any homework in there that you needed to take to school today.

**Bobby:** *(looks down)* There was homework that I needed. I got in trouble today at school.

**Deanna:** So what did you tell your teacher about where your homework was?

**Bobby:** I told her that someone stole my backpack.

**Deanna:** I'm sorry that you can't even trust us here at the center to take care of your stuff.

**Bobby:** I guess I thought this place was like everywhere else around here. You sit something down and ten minutes later it's gone!

**Deanna:** Well, I can't promise that no one will ever steal your things here, but I will tell you that I will do everything that I can to make sure no one does. We want you to be able to feel safe here and trust us. Don't you want that too?

**Bobby:** Yea, I guess I need to loosen up a little when I am here.

**Deanna:** I hope you can have a good day here at the center today. Let me know if you have any trouble today, okay?

### DEBRIEF

**Why do you think Bobby assumed his backpack had been stolen?** *Bobby had not been with people he could trust before therefore he always expected the worst.*

**If you had been Bobby what would you have expected?**

**Who will Bobby be able to begin to trust now? Why?** *Deanna, by putting his backpack away she showed she was trustworthy. She also did not make impossible promises. She spoke the truth.*

## Skit #2

**SCENE:** Maria and LaTasha are on the way home on the bus. The older boys are also on the bus.

**CHARACTERS:** Bobby, Rueben, Maria, and LaTasha.

*Maria and LaTasha are sitting next to each other on the bus and the older boys are sitting a few seats ahead of them.*

**Maria:** Mrs. Johnson sure did give us a lot of homework today, don't you think?

**LaTasha:** I know! She gave us so much homework we probably won't even be able to finish it all at the center!

**Maria:** I hope we can finish it there! Did you find out what you got on that math test?

**LaTasha:** Yea, but I don't care about it. It was a stupid test. Everybody cheated anyway.

**Maria:** What do you mean?

**LaTasha:** Never mind. I don't really care.

**Maria:** LaTasha, we studied together at the center for the test. I thought you cared then. What happened?

**LaTasha:** *(shrugs her shoulders)*

**Maria:** Do you think that I will laugh at you if you tell me what you got?

**LaTasha:** I don't know.

**Maria:** You're my best friend and you can't even trust me to tell me how you feel or what you got on a math test? I won't make fun of you, I promise.

**LaTasha:** Well, I failed the test but I don't know why. It made me mad because Janet who sits across from me in class got a 90 and I saw her cheating.

**Maria:** Maybe you should talk to Mrs. Johnson and find out what you did wrong so you won't mess up the next time.

*The older boys at the front of the bus stand up.*

**Rueben:** Hey, Maria and LaTasha our stop is coming up. Come on!

**LaTasha:** Thanks for listening, Maria. I might do that! It feels good to have someone that you can trust to talk to.

**DEBRIEF**

**Why do you think LaTasha hadn't talked to Maria about the math test?**

**Did Maria prove to be trustworthy when LaTasha shared with her?** *Yes. She didn't laugh and she gave LaTasha some good advice. When we discover who is trustworthy, it can give us a sense of security. It takes time to know whom we can trust.*

**Can a trustworthy person sometimes do something that hurts you?** *Yes. We are all sinners and sometimes we do things that hurt others. Know matter who someone is, we must always compare their actions to the truths of the bible. God fearing people can do and say stupid things some times.*



## WEEK 3 - MEMORY VERSE

**MEMORY VERSE:** Trust in the Lord with all your heart and lean not on your own understanding; in all your ways acknowledge him and he will make your paths straight. Proverbs 3:5-6

### Heads or Tell-a-Verse

**MATERIALS:** Coin that you can flip that has both a head and a tail.

**SET UP:**

- Divide the children into two groups.
- Let them know that to play this game they must know the memory verse they have been practicing the last few weeks.

**TO PLAY:**

- One member of each team goes up to the front.
- The leader flips a coin.
- Have one child call her desired side of the coin while the coin is in the air.
- The child who gets her side up has a chance to say the verse.
- If the child can say it with no help at all, without missing any words, their team receives 5 points.
- Each time the leader has to give the child a word to help her, she has to give up one of her points. (Leaders: Be sure that you do not give a word until the child asks for it.)
- Make sure the child is aware that when the leader tells him or her a word that it will cost him a point, but the student who is trying to say the verse should only have a reasonable amount of time in which to say it. The game should go as quickly as possible.
- If someone, on either team, gives a word to the person trying to say the verse, it will cost their team two points! Be sure they know this rule.
- The game is over when every one on each team has had a chance to do the coin toss once.
- Hint: If you want to break the group in half, it might go quicker to have two games at once. Be sure that the groups are far enough away that they can't hear each other at all.

# WEEK 3 - PRACTICAL LIVING

## Being A Trustworthy Babysitter

Mentors will take their group of children through the following information:

- To be a trustworthy babysitter there are some key things you want to make sure you know and do.
- You should have a list of things you ask the parents about before they leave the house. Bring a sheet of paper with these questions written on it. Write down their answers.
  - What is the phone number where I can reach you?
  - What time do you want your child(ren) in bed?
  - What food is it okay to feed your child?
  - Does your child have any medical needs of which I should be aware?
  - Is there any off limit places in your house or yard?
  - What TV programs are they allowed to watch? Or are there any TV programs they are not allowed to watch? Do not settle for, “the kids know what is allowed.”
  - Are they allowed to have friends in?
  - Are they allowed to go to a friend’s?
  - Are there any other special instructions of which I should be aware? Such as are they allowed in each other’s rooms, are there any toys they are not expected to share, etc.?
  - What discipline do you expect me to use?
  - Where are your first aid supplies kept? You might want to bring your own just in case they don’t have any.
- Bring a bag of games or toys with you. It is easier to care for young children if you can keep them busy. Suggestions are:
  - Simple puzzles
  - Craft supplies
  - Age appropriate board games
  - Dress up clothes
  - Items to play charades
- Once the mentor has discussed the items with his group, the group will prepare to be a babysitter.
- Plan on 10 minutes for a group to plan what they will act out.

- Let your group make their plan.
- Someone should write out the questions that they want to ask. If they can think of added questions, they will get extra points for them.
- What games will they create to have in their bag?
- It would perhaps be most effective if the whole group plans it, but then just one or two children from the group are chosen to represent the group in carrying out the plan.
- If you have kindergartners and first graders, you could work with them in one of two ways:
  - Go over the material with them but let them take turns playing the part of the children when the other groups act out their plan
  - The mentor guides them through the process as much as is needed for them to come up with a plan.

### GROUPS TOGETHER

- Each group will act out their evening or day of babysitting.
- There should be at least two judges.
- Three adults will play the part of a mother/father and two children.
- Each group will act out with the “actors” what they would do when babysitting.
- Each group will receive points dependent on what they do.
- At the end the judges tell which team has won and why.

### DEBRIEF

**Why is it important to ask the questions? What could happen if you didn't ask one of the questions?** *Help them to think through the consequences if they didn't have the information. For instance: you don't have the phone number of the parents and the child falls and has to be taken to the hospital, or a child tells you they can watch a TV program they are not allowed to watch. When the parents come home they hold you responsible and tell you they will never let you sit with their children again. You had been depending on that weekly income.*

**Why is it good to bring your own bag of games to play with the kids?** *You are assured you can keep the kids busy. It keeps them out of trouble and makes the time go a lot faster. The parents and kids think you are really awesome for being so creative and will ask you to come back*

**What does this have to do with our study of trust?** *If we want to get babysitting jobs, we must prove that we are worthy of a parent's trust. There is nothing more important to a parent than his child. He will not ask you to baby-sit if you are not worthy of his trust.*

Have a time of prayer. Ask Jesus to make each one a trustworthy babysitter.

PRACTICAL LIVING

 **Option 2**

**PURPOSE:** For the children to see that trusting the wrong people can have a big impact on their lives.

**WITNESS**

- Invite someone from your church or community to share their testimony.
- The best person to testify would be someone who has been involved with gangs or drug selling.
- If you don't have someone in your church call your local Teen Challenge or Victory Outreach. Make sure the person who shares is a born-again Christian.
- Ask them to point out not only how they trusted the wrong people but perhaps they weren't trustworthy themselves.

**PREPARING CHILDREN**

- The day before tell the children about the visitor who will be coming.
- Suggest they think of questions to ask the visitor.
- If they finish their homework, have them write out some questions.
- Write a list of example questions on the board in their classrooms.
- Explain to the children there are different kinds of questions. For example:

Information Questions

What gang were you part of?

How long were you a part of it?

Were you ever in jail?

Feeling Questions

How did you feel the first time you did something for the gang? Did you always feel the same way?

How did you feel when you talked to your mom about what you were doing? Do you think she was proud of you?

Opinion Questions

Why did you think it was important to come and talk to us today?

What do you think about gangs today?

Encourage the children to write one of each kind of question.

**DEBRIEF**

This can be part of a question and answer session or done after the “witness” leaves.

Suggested Questions:

**What did you learn today from the speaker?**

**What do you think makes God happy about what the speaker shared today? What makes him sad?**

**Who did the speaker trust that he/she shouldn’t have? Who was the right person to trust?**

**How do you think you will be different after hearing the speaker today?**

Add your own questions stressing the importance of discerning who is trustworthy in relation to the speaker.

Have the children write the speaker thanking him/her for coming. Ask each child to tell the speaker at least one thing that the child learned from his/her testimony.

## WEEK 3 - READ-A-LOUD

### “Truth and Falsehood”

A Greek Folktale found in *The Book of Virtues* : William J. Bennett p. 636

**SUMMARY** This is a short story of two characters with the names “Truth” and “Falsehood”. They tell a story of how both of them live. Falsehood takes truth to dinner and shows him how to get it free by complaining to the manager over something that he lied about. A great story to see how people often are not worth trusting.

#### PRE-READING QUESTIONS

**Have you ever known someone who lied about something even when you knew the truth?**

**Did you say anything?**

**Did you trust this person the next time they told you something?**

**Why didn’t you trust them?**

If you haven’t ever had that experience, this story talks about two people who had this experience.

#### POST READING QUESTIONS

**Who lies in the story?** *Falsehood lies to the manager saying that he paid the waiter and the waiter did not bring his change.*

**One of the characters has trouble getting something to eat, who is it?** *Truth.*

**Who was happy at the end of the story?** *Neither was happy because Truth had made a bad decision and Falsehood knew that the way he did things was wrong.*

**Who would you trust out of these two characters? Why?**

**What reason would you have for not trusting Falsehood, besides his name?**

**Is there anything you have done that would make someone not trust you?** *Maybe you need to apologize to them and make things right so that they can begin to trust you.*

**Who is the only one who will never fail you?** *God*

This does not mean you will always get what you want but He will always be there for you and he will never lie to you. In fact, the Bible is full of promises that He fully intends to keep!

For example, Hebrews 13:5, “God has said, Never will I leave you; never will I forsake you.” Do you know any other promises that he has made to you and how they are special to you?

## WEEK 3 - CRAFTS

### ✂ Who Do You Trust?

**MATERIALS:** Construction paper, markers, scissors, and pencils. (Optional: wrapping paper and magazines).

#### **PURPOSE:**

This activity is designed to help students recognize that trusting someone is an important thing to realize. This will help them identify the people that they do trust and thank them for being trustworthy.

#### **DISCUSSION**

- Help the children identify people in their lives who are trustworthy.
- Possible trustworthy people are staff at the center, parents, pastor, teacher, and Sunday school teacher.
- If everyone names the same person, such as a center staff person, encourage him or her to think of other trustworthy people. For some children, there may be no one else.
- Encourage the children to think of why they trust this person. Examples:
  - The person does the things he says he will do.
  - The person tells the truth.
  - The person helps me make good choices even when I think my idea is better.
  - The person has always been there for me when I needed help.

#### **CREATING**

- Give each child a piece of construction paper.
- Show them how to fold it four times into a card.
- Provide magazines and wrapping paper from which they can cut flowers symbols, or other decorative pictures.
- They can draw a picture showing why they trust the person.
- Have the children write in their cards, thanking the people for being faithful and allowing trust to be built.

### EXTENSION ACTIVITIES

- Make a bulletin board of the people the children feel are trustworthy.
- Have an honor dinner. The children could present their cards to their honored guests at that time.
- Make potted plants to give to the trustworthy person.
- Have each child find a verse to write in his/her card, which applies to the person or is a blessing for the person.
- On magnet sheets (can purchase at office supply, they are made to go through printer) child can draw or write a thank you to give to the trustworthy person.



## WEEK 3 - RECREATION

### DAY ONE: Capture The Flag

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

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

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

#### SET-UP

- The game is played on your already established teams.
- This is best played outside in a large area where there can be many hiding places. If you have no outside area in which to play it can be fun inside too. It can be played in a parking lot by placing cars in strategic spots for the kids to hide behind.

#### TO PLAY:

- Divide the playing area in half - you may want to use your entire property.
- Draw an imaginary line.
- If caught in the opposing side's territory and tagged you will be placed in prison.
- The only way out of prison is if one of your teammates makes it over and tags you. You then can return to your own side. Both players get a "free walk" back.
- The flags must be placed where they can be seen.
- Each team designates a certain spot as their "Prison." All captured players must remain in the prison until they are tagged by a free teammate. Prisoners may hold hands and make a chain out of the prison and then everyone on the chain is released when the first person is tagged.
- This game requires teamwork, planning and a lot of cooperation. No one has a greater advantage than anyone else. Sometimes the smaller and younger kids can get away with things easier than the older ones.

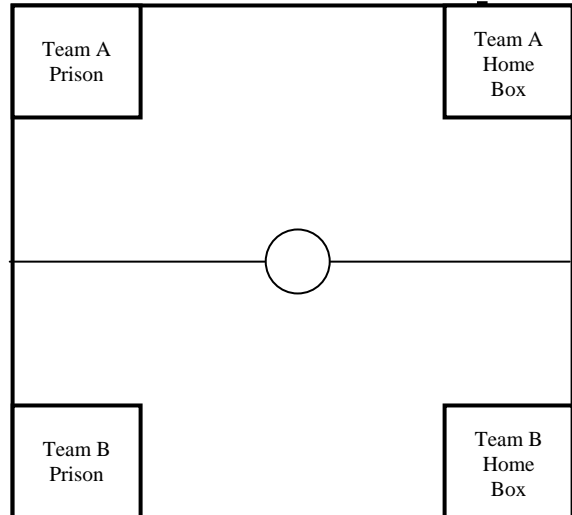
**ADULTS!** You will play a key part in organizing your teams. You must show you can work together. It is important that you play. When a player safely captures the other team's flag and brings it back to his own territory, his team wins. Don't forget to place guards around your flag, but at a fair distance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

## ALTERNATIVE GAME: Prisoners Base

**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 with masking tape. Twelve by twelve feet would be great.
- Use the masking tape to make a Team A Home Box and a Team B Home Box.
- Again use the masking tape to make a Team A and Team B Prison.
- Designate which team is Team A and which is Team B.



**TO PLAY:**

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

**DEBRIEF**

**How did you trust God while you were playing this game?**

Capture the Flag—**Were you ever alone while you were playing? How did you feel?**

Prisoner's Base – **What would make this game really fun? *If everyone could be trusted to play according to the rules.***

**On whom can you always rely to be trustworthy? *Jesus.***

**DAY TWO: Blind Man's Bluff**

**MATERIALS:** Blindfold.

**SET UP**

- This game is best played in a confined area - perhaps a small (relative to size of group) room

**TO PLAY**

- A "Blind man" is chosen and blindfolded.
- As the other players move around him he tries to out fox them and grab one player.
- If a player is grabbed he gets to be the next "Blind man".
- If players do not work to keep from being grabbed, they sit out of the game.

This is a game requiring a great deal of trust. The other students have to trust each other to tell the truth when they are caught. Most children want the opportunity to be the "Blind man," but for the game to be fun each person has to try as hard as they can to not be caught, thus, not getting to be the "Blind man."

Play for a minute or two and then talk about why it is important, even though you may want to be the "Blind man" that you try as hard as you can to not get caught. Why be the "Blind man" if there is no challenge to it?

**ALTERNATIVES**

- You may have the person grabbed do a consequence, and then the "Blind man" gets to choose someone to be the next "Blind man."
- Set a time limit for the "Blind man," if she doesn't grab someone within the time limit, she must do a consequence and the person furthest from her gets to be the next "Blind man."
- Another solution might be to give everyone two S.A.Y. Yes!<sup>®</sup> dollars to begin the game. Every time they get caught they have to give up one of their dollars. If they run out of dollars they are out of the game. Whatever money that they finish with they get to keep as their money for recreation that day.

**DEBRIEF**

Did everyone play according to the rules?

What happens when someone tries to get caught?

The game doesn't work.

**DAY THREE: Frisbee Fling**

**MATERIALS:** Two Frisbees.

**OBJECT:** To be the team to get a Frisbee over its goal line to a team member.

Observe how the teams work together. Are they making the right choices and learning how to work as a team? Or are they playing foolishly just doing "their own thing."

**TO PLAY:**

- Divide the group into two teams.
- Each team marks its goal at a different corner of the playground.
- A player from each team should be stationed at a goal.
- Begin with both teams gathered in the center of the playing area.
- Randomly toss the Frisbees into the group.
- Team members toss the Frisbee from player to player but are not allowed to run while carrying it.
- A player who intercepts a flying Frisbee cannot move before throwing it again.
- The other players are not allowed to interfere with players throwing the Frisbee. However, the opposing team can jump up and catch the Frisbee, heading it towards their goal.
- Team members who are able to throw the Frisbee to the player at their goal win a point.

**DISCUSSION**

**Can a team play this game well without trusting their teammates?**

**What were some of the things that you saw where people demonstrated trust?**

(Be sure to have some adults watching for this during the game - they could even hand out unannounced S.A.Y. Yes!® dollars.) What could the teams have done better to demonstrate their trust in each other?

## DAY FOUR: Free Play

**MATERIALS:** All your play equipment, plus the puppets that you used for BIBLE CLUB this week.

Allow the children to enjoy some time that is not formally organized so that they can make up their own game, play with their choice of friends, and see what it feel like to enforce their own rules.

It is also fun during this time to set out the puppets that you used for BIBLE CLUB. This will gave the students a chance to imitate you. They will have to review the story in their head. You will be surprised, they probably will not use the puppets for another story. They might put their own twist to the story and you might have to monitor that, but they will have fun getting a chance to be the puppeteer.

## TRUSTING THE HOLY SPIRIT: WEEK 4

# WEEK 4 – BIBLE CLUB

**LESSON AIM:** To help the child understand that the Holy Spirit lives within the believer and gives direction that we can trust.

**SCRIPTURE:** Acts 8:26-40

**MEMORY VERSE:** Trust in the Lord with all your heart and lean not on your own understanding; in all your ways acknowledge him and he will make your paths straight. (Proverbs 3:5-6)

### Philip and the Ethiopian Eunuch

This passage describes how the Holy Spirit will prompt us to do things that will bring glory to God. It is difficult, at times, to believe the outcome of the Holy Spirit's prompting will lead to a positive result. When we are obedient, the Lord's detailed plan is revealed.

Philip's journey down the road to Gaza is just after Stephen was stoned and right before Paul's conversion. The passage begins with an angel speaking to Philip. In an act of blind obedience, Philip comes upon the Ethiopian eunuch. The Holy Spirit tells Philip what to do (v. 29).

Philip obeys and approaches the eunuch. At the last moment, Philip is given instruction in what to say to him. Understanding this background adds to the wonder of this story.

Eunuchs were males of high position that were castrated as a sign of focus and dedication to their job. He was the keeper of the treasury for the "queen mother." "Candace" was a name that was used for the queen mother as the name "Pharaoh," was used for the King of Egypt. She actually was the holder of the power in Ethiopia.

The eunuch was coming back from worshipping in Jerusalem (v.27) and the bible forbids eunuchs from worshipping in the Lord's assembly. (Deut. 23:1) Nevertheless, the eunuch sat in his chariot reading the writings of the prophet Isaiah. It was customary to read out loud, so this gave Philip the perfect opportunity to share Christ's abounding grace with him.

The eunuch believed and asked to be baptized right away. The Holy Spirit had prepared the eunuch's heart and all Philip had to do was be obedient. He had the pure joy of leading someone to a saving faith in the Lord Jesus Christ. This is exactly what we want to communicate to the students. Sometimes what God asks us to do doesn't make sense, but it doesn't really matter, we just need to be faithful and He will do the rest! It's a very abstract concept but, and the Holy Spirit will give you wisdom of how to teach this truth to the children. This is what trust is all about!

**Discipleship  
Tip**

This week is a great time to spend some one on one time with kids in their environment. Go with them to share their faith with someone and see what the Holy Spirit will do. Share with them an act of obedience that you had to take that seemed strange at the beginning but you received the blessing. Write down the story of what you do with them as a testimony of how the Holy Spirit led you both that day!

 **Hook**

**MATERIALS:** Glow-in-the-dark paint, cut out letters that spell “THE HOLY SPIRIT GUIDES US!” a large sheet of butcher paper, paint brushes, containers for paint, newspapers, double-sided tape.

**PURPOSE:** That the students to be confused at the beginning, but as they trust in you, they are able to put together a banner that spells out the theme. Then, the letters, to their surprise, glow in the dark.

This hook will take a big commitment on the staff’s part not to give it away! This hook is designed to make things confusing. As adults that teach children, we like to help clear things up. You can’t do that this time! The whole point is that they do something that they don’t really understand and it turns out to be fun!

**PREPARATION**

- The first thing to do to prepare for this is find precut letters or cut your own letters out of white poster board that spell:

**THE HOLY SPIRIT GUIDES US!**

- The letters that you need and how many of each, are listed below. (These are in alphabetical order as you read down each column. If the letter is not shown, you don’t need it. Capital letters are easiest to handle if you have to make your own). There are a total of 21 letters plus one exclamation point.

<b>D-1</b>	<b>H-2</b>	<b>O-1</b>	<b>S-3</b>	<b>Y-1</b>
<b>E-2</b>	<b>I-3</b>	<b>P-1</b>	<b>T-2</b>	<b>! -1</b>
<b>G-1</b>	<b>L-1</b>	<b>R-1</b>	<b>U-2</b>	

- After you cut out all the letters, put them in order of what they spell. Then, on the back number them from one to 21. Example: “T” in “THE” is number one, “R” in “SPIRIT” is #11 and “S” in “US” is #21. Then, write the numbers spaced accordingly to the words and the size of the letters on the piece of butcher paper. Like this:

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21  
**T H E H O L Y S P I R I T G U I D E S U S !**

- (Only the numbers are on the paper at this point. The kids stick the letters over the corresponding numbers.)

### ACTIVITY

- When the students walk into the room, they see a piece of white butcher paper with numbers on it. Then, as they sit down you hand them random letters to paint. Tell them that you are making a banner for the center. Act excited about how beautiful you think it is going to be. Tell them you got a great color paint - creamy yellow. They SHOULD NOT know that it will glow in the dark. It would also be best if you could do this in a naturally dark room. A room with no windows is best but as dark as you can get will do. DO NOT darken the room during the hook. You don't want to give the children any leads about this weird color of paint.
- The glow-in-the-dark paint is easiest to find at a craft store. There is glow-in-the-dark T-shirt or fabric paint. This doesn't stick very well to the shiny side of poster board. If you use this, be sure to have the kids put it on as generously as possible. The thicker it is, the better it glows. This may take a long time to dry.
- Reminder: You will need Glow in the Dark paint this week for craft. So, you want to buy enough for both the hook and the craft.
- The second type of paint is called "LUMINOUS" made by Palmer (item #628612). This paint is easier to paint on the poster board. It glows really well! Out of the package, it has no label. This is perfect because it doesn't say "GLOWS IN THE DARK." It is almost white in color, which adds to the strangeness of painting white letters white on a white piece of paper. You will need two jars. Be sure to cover any labels that indicate the paint is glow-in-the-dark.
- Tell the students that they can paint their letters any way they want (stripes, designs or whatever). Do make sure that the paint around the edge is thick. This way, when you turn out the light, you can see the shape of the letter. As the students finish their letters, have them come up to the banner and find where it goes. Have a staff person stick the letter on to make sure it stays. Double-sided tape works best.

### DEBRIEF

Then, when all the students have placed their letters on the banner, ask someone to read it. Ask them if they like the color of paint. Ask if anyone knows why you chose this color of paint. In the middle of whatever answer they give you, have one of the staff or volunteers turn off the lights. It should happen almost like it was an accident. After the students calm down, have someone else read it again.

**Ask:** Can you read it better now? Wasn't this a fun surprise? **Say:** This is how the Holy Spirit works. He asks us to do things that we don't always understand. If we obey him, then we get to see the way that He works things out for our good. Today, we are going to meet someone who had to trust the Holy Spirit when it didn't really make sense. In the end, he saw why the Holy Spirit asked him to trust Him and he received a blessing!

Look here's Philip now!!! (Philip walks in...)



This Bible Club segment should use one of the staff or volunteers that dresses up and comes and tells the students the bible story. Choose someone who will really have fun with it! They don't need to memorize it or read it--this is just an idea to get them started.

### Philip's Script

Hi everyone! I have the most incredible story to tell you today! I heard you were learning about the Holy Spirit. Well, so am I! The coolest thing happened the other day. See I didn't really believe all of this Holy Spirit stuff. It hasn't really been that long since Jesus went up to be with his Father in heaven and that is when we got the Holy Spirit. So, it hasn't really been that long since people have been talking about the true power of the Holy Spirit and what it can do!

Well, anyway, my story starts when I was just sitting around and I saw this angel. Can you believe it? You know that something like that doesn't happen everyday! So the angel says to me, "Get up and go south to the road that descends from Jerusalem to Gaza." Let me tell you, this was not the best news I had heard. Have you ever seen the Gaza road? It's a desert road--nothing is out there--a horrible place! But I figured if the angel told me to go there, I better just do it.

So, I am walking down this desert road and I see this official-looking guy sitting in his chariot reading something. As soon as I saw him, I felt this strong urge to go up and talk to him. Now I know that urge was from the Holy Spirit. At the time, I didn't really know what it was. When I got closer, I heard that he was reading the prophet Isaiah, it's just like the book in your bible named "Isaiah." So, I just thought I would see if he knew anything about the bible, so I said, "Do you understand what you are reading?"

So this guy, who turns out later to be a eunuch who takes care of all the queen's money, says, "Well, how could I unless someone guides me?" I was surprised because he doesn't even know me. Why would he trust me to guide him when he doesn't even know me? Looking back now I realize that the Holy Spirit had to have worked on him a little bit too to make him ready for us to meet up like that.

Anyway, he reads me the passage he was reading. It said something like there was a man who was led like a sheep to the slaughter and who didn't say anything. He was so humiliated that his judgment was being taken away it was like wiping out his name and his family's name from the earth. So, the eunuch wanted to know if Isaiah was talking about himself or someone else in this place in the Bible.

I couldn't believe he asked that question because I actually knew what he was talking about and I could answer him! I just opened my mouth and it was like God was giving me the words that he needed to hear at the time. I told him that this was talking about a person who died without Jesus. I got to explain to him what it means to ask Jesus into your heart. So this whole time we're talking, we are riding along the road in his chariot and then, there in the middle of the desert is some water. He says, "Look, water! Why can't I be baptized right now?" I just explained to him a few minutes earlier that if you really believe in your heart that Jesus died on the cross for your sins and you pray and ask Him to forgive you, then He will come into your heart. Then I said, "After you do this, you will want everyone to know about your decision, so Jesus wants us to be baptized to show everyone that we have committed our life to Him." So now, here this guy is saying that he wants to be baptized! Can you believe that?

## Week 4 – Trusting the Holy Spirit

Well, I am pretty amazed that this guy really does believe everything I've said and that he is all ready to be baptized. So I said, "If you believe with all your heart, you may." And do you know what he said? He said, "I believe that Jesus Christ is the Son of God." When I heard him say that, I felt like jumping up and down I was so excited!! I realized that the reason he knew about Jesus was because I told him. So right there, he orders his chariot to stop, we both go down into the water, and I baptize him.

Then, as soon as that was over I had to go immediately but I heard some other people say that they saw that same eunuch later on that day on the desert road and that he was smiling and singing. They said that he was about the happiest person they had ever seen on a desert road.

You know, looking back, I had no idea why the angel wanted me to go down that hot road, but I am sure glad I did! I had a great time telling someone else about Jesus and knowing that now they will go to heaven, too!!

Did you hear that? I think someone is calling me. I better go! I wish I had time to listen to some of your stories about the Holy Spirit. I will see you again sometime. If I don't, I will see you in heaven I'm sure!!

**DISCUSSION**

**F A C T**

**Who told Philip to go to the desert road that leads to Gaza?** *(An angel.)*

**What did Philip get to tell the Eunuch?** *(How to understand the passage in Isaiah and about how he could tell Jesus that he wanted Him to direct his life.)*

**What did the eunuch want to do as soon as he understood?** *(Be baptized.)*

**Did Philip know why the angel asked him to go to the desert road that led to Gaza?** *(No.)*

**Why do you think he went any way?** *(He wanted to follow God's direction because he knew that would please God.)*

**What was the result of Philip being obedient to the Holy Spirit's direction?** *(The eunuch came to know Christ and he was baptized!)*

**F E E L I N G**

**What did you feel when the staff asked you to paint the letters for the banner the pale yellow color? Did you want to do it your own way? How did it turn out in the end?**

**What do you think Philip felt when the angel told him to go to Gaza?** *(He wouldn't have been able to tell the eunuch about Jesus.)*

**Say:** Open your Bible to the second half of **John 10:4-5**. Can someone read that for us? It talks about a shepherd there. **Who do you think it is talking about?** *(Jesus.)* **How do you think that the sheep know the voice of their shepherd?** *(They spend so much time with him.)*

**F U L F I L L M E N T**

**How can we get to know the voice of the Holy Spirit?** *(By spending more time reading our bible, praying, and seeking the guidance of godly men and women.)*

**Will it be hard sometimes for us to tell when it is the Holy Spirit?** *(YES!)* **What should we do if we are not sure?** *(Pray and ask God if what you heard is from him, and make sure it doesn't go against biblical truth.)*

It doesn't matter how long you have or haven't been a Christian, it is often times hard to tell when the voice or the prompting that you are receiving is from him.

Pray with the students now and ask God to help them listen for the voice of the Holy Spirit in their everyday lives.

## WEEK 4 - SKIT

### Skit #1

**CHARACTERS:** Bobby, Bobby's voice, the Voice of the Holy Spirit, and Reuben.

**SCENE:** Bobby is sitting taking a science test. Reuben is sitting near him taking the same test. Tasha is sitting next to him.

**Hint:** Since trusting the Holy Spirit is something you usually only do in your mind, these skits are set up to have what is going on in the heads of the characters spoken out loud for everyone to hear. Then the students can see what we are talking about when we say the Holy Spirit prompts us. Be sure that the other characters do not acknowledge the people who act as voices and they are labeled with a sign saying "Bobby's Voice in his head," so that the students know who they are and what they represent. Have them hold the signs in front of their faces.

**Bobby's Voice:** Well, watch this. Now it's time to get a good grade on this stupid science test. All I have to do is to be able to see the answers on Tasha's test. She always studies.

*While Bobby's voice is speaking, Bobby should be smiling like he is thinking about what his voice is thinking out loud.*

**Holy Spirit:** It doesn't make Jesus happy when you cheat on tests, Bobby.

*Bobby seems surprised to have thought that.*

**Bobby's Voice:** Oh well, I always cheat on tests. That's just what I do.

*Bobby seems more determined to cheat. Begins trying to see Tasha's test.*

**Holy Spirit:** Why don't you try and see what you know. Jesus gave you a brain to learn things, but you never give yourself and the brain that Jesus gave you a chance.

*Bobby puts his fingers in his ears as if to clean them out thinking that he can stop the voice of the Holy Spirit.*

**Bobby's Voice:** Where are these thoughts coming from anyway? I've been going to S.A.Y. Yes!® too much. I'm actually starting to feel bad when I do something.... wrong.

*Bobby looks at his paper as if to figure it out.*

**Bobby's Voice:** Well, I guess I better see what this test says if I am going to take it myself.

*Bobby finishes the test and turns it in to the teacher. The bell rings and everyone leaves. As Bobby and Reuben are walking out Reuben says...*

## Week 4 – Trusting the Holy Spirit

- Reuben:** So, Bobby, how do you think you did on the test?
- Bobby:** I don't know. But I know to I did my best. Something weird happened to me when we were taking the test.
- Reuben:** What happened?
- Bobby:** I don't know. I'll tell you some other time. See you later, Reuben!
- Reuben:** You're just going leave me hanging like that? Come on, tell me!
- Bobby:** Yea, I have to figure out what happened first. I think the Holy Spirit helped me do the right thing on the test.
- Reuben:** Are you serious? That's cool. I'll have to hear the whole story later.
- Bobby:** Okay, see you later!

### DEBRIEF

**Who can tell me what was happening in the skit?** *(Bobby was thinking and we heard what he was thinking. The Holy Spirit was speaking to him also and we could hear the Holy Spirit)*

**What did the Holy Spirit tell Bobby to do?** *(To not cheat, that Bobby could do better than he thought he could do.)*

**What did Bobby do?** *(He trusted the Holy Spirit)*

**Have you ever heard the Holy Spirit speaking to you?**

This is a difficult concept to teach the children. How many adults listen for the voice of God within? The Lord is speaking to us continually – it is a matter of if we are listening. The challenge is discerning between my voice, the Holy Spirit's and Satan's.

## Skit #2

**CHARACTERS:** Reuben, Bobby, Reuben’s Voice, and the voice of the Holy Spirit

**SCENE:** Reuben is playing a video game at the arcade and he hears the voice of the Holy Spirit.

**Hint:** This skit is set up like the last one. Read the hint for the first skit so you are clear on what this skit is trying to dramatize.

*Reuben is playing a video game in the arcade.*

**Holy Spirit:** Reuben, remember at the S.A.Y. Yes!® Center when they told you that you needed to memorize that verse for tomorrow? You need to go do that now.

**Reuben’s Voice:** I’m playing this game right now. I’m doing really good, look I’m on the third level.

*Reuben is still playing the game.*

**Holy Spirit:** Reuben, when you put all your time into playing these games it really doesn’t let me know that you love God. It seems like you love this video game more than me.

*Reuben makes a funny face, surprised that he heard what he heard.*

**Reuben:** (Looking at Bobby next to him.) Did you say something?

**Bobby:** No, I’m just playing this game.

**Reuben’s Voice:** My mom said I didn’t have to be in until 8:00 and it’s only 7:00. I’m sure I will have time to memorize that verse when I get home.

**Holy Spirit:** So you are going to continue wasting time?

Reuben begins getting frustrated in the game.

**Holy Spirit:** Well, Reuben?

**Reuben’s Voice:** Okay! I’ll go!

**Reuben:** Can you finish the game for me, man?

*Reuben leaves to go home.*

Have someone hold a sign up that says “the next day.”

*Reuben and Bobby are waiting at the bus stop.*

## Week 4 – Trusting the Holy Spirit

- Bobby:** Hey Reuben, did you hear about what happened at the arcade last night after you left?
- Reuben:** No, what happened?
- Bobby:** These gang bangers came in there and got in this big fight. I left when I saw they had guns. As soon as I left, I heard shots come out of there. Good thing you left when you did.
- Reuben:** Yea, it was a good thing!
- Reuben's Voice:** I guess that was the Holy Spirit last night. He was trying to protect me from those gang bangers. I thought it was about that verse. I guess the Holy Spirit doesn't always tell us his reason for asking us to do something until later.

### DEBRIEF

**What did the Holy Spirit tell Reuben to do?** *(He told him to go home and work on his memory verse?)*

**What did Reuben do?** *(He went home.)*

**Why was it good that Reuben listened to the Holy Spirit?** *(Because there was a shooting after Reuben left)*

**What did Reuben learn from this?** *(The Holy Spirit doesn't always tell us his reason for asking us to do something.)*

## WEEK 4 - MEMORY VERSE

**MEMORY VERSE:** Trust in the Lord with all your heart and lean not on your own understanding; in all your ways acknowledge him and he will make your paths straight. (Proverbs 3:5-6)

### Hide a Verse

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

**OBJECT:** For the person who is “it” to find the verse, as the children direct him by the loudness or softness of their voices.

- Slowly read over the verse with the children.
- Explain the words that they may not understand.
- Have them slowly read the verse out loud to you.
- Ask the volunteers to read the verse on their own.
- Ask the volunteer to be “it” and leave the room.
- When “and it” leaves the room, another player takes one of the sheets with the verse written on it and hides it somewhere in the room.
- “It” returns to the room to find the hidden verse.
- The children read or say the verse over and over as “It” hunts for the verse.
- The children get louder when the person who is it gets closer to the verse.
- They begin to soften their voices as the person who is “it” gets farther away from the verse.
- After you have played the game two or three times, have the children put the verses away and say it from memory as they prompt the person who is “it” in the direction of the verse.



# WEEK 4 - PRACTICAL LIVING

## Who Do You Listen To?

**MATERIALS:** A CD/cassette player; poster board; marking pens; a chalkboard or a large piece of paper and different colored markers and chalk.

**Warning:** This practical living will be a little crazy but the students will hopefully learn some valuable lessons!

### SET UP:

- This lesson is designed for the children to become sensitive to the music they choose to listen to.
- Begin a few days before in one of two ways:
  - Ask the children to bring their favorite tape and tell them that you will play some of it during practical living.
  - You choose some music in advance by popular artists that you have had a chance to preview. This gives you time to decide what you will say.
- Write Philippians 4:8 on poster board.
- Write words from Christian rap songs.

### ACTIVITY:

- Begin by playing the first song that you have chosen.
- Only play the first few lines or at the most the first verse (especially if these are rap songs the words will go by very fast!!!)
- If it is your song, you could have the words written down on poster board. Then, you can have the children tell you or read you the lyrics of the song.
- **Ask:** “If you did what the singer suggests, would it make Jesus happy?” Why or why not?
- Have Bible verses ready for the different possible topics. (See next page.)
- Go to the next song and try the same thing.
- Write out at least three partial songs before you allow them to listen.
- **Ask:** Why do you think that the Holy Spirit would tell you not to listen to this music? *(When we dwell on activities that are against God’s will, it opens us to be attacked by the devil. It can place ungodly desires in our minds, it can lead to depression, lack of self-esteem, cause us to have false values, can place fear in our hearts, etc.)*
- Have the children **read Philippians 4:8** off of the poster board. Discuss the comparisons of the songs and what God tells us to dwell on.

## Week 4 – Trusting the Holy Spirit

- **Ask:** What about this statement? *“I like the beat. I don’t really listen to the words.”* Our subconscious mind picks up the words even if we are not consciously aware of it.
- Play some Christian music for them. Giving them a good alternative is key.
- There are some Christian rappers that sound just like some of the students’ favorites but their words are Christ centered. Some examples are Gospel Gangstas, Dynamic Twins, or DC Talk.
- You might even know of some yourself that are local or personal favorites.

**Hint:** Be sure that the staff is following this also. If the kids get into your car and they hear music that is not Christ centered your message might not be that effective. If you listen to that music, then why can’t they?

### Suggestions to Mentors

- Music is a huge stronghold that Satan has over our young people.
- Put a lot of prayer into this practical living.
- If you are really committed to changing your students’ hearts in this area, invest in some of this music for your center.
- Have a listening area at the center that has the music that you previewed for them.
- Listen to it in your car as you take the kids home, they will be asking for it before you know it.
- *Don’t give in* to letting them listen to the local radio station in your car unless you are prepared to have a discussion about anything undesirable that comes out of the speakers!!
- Make the kids see you being different from the world and loving it!!!

### List of possible verses

Philippians 2:3-4 – Selfishness conceit.

Colossians 3:8 – Anger, wrath, malice, slander, abusive speech, lying.

Colossians 3:9 – Lying.

1 Thessalonians 4:3-8 – Sexual impurity.

1 Peter 2:13-14 – Obedience to government leaders.

1 Corinthians 6:9-10 & Galatians 5:19-21 – Fornication, idolatry, adultery, homosexuality, stealing, coveting, drunkenness, envy, cheating, jealousy, disputes, carousing, strife, sensuality, witchcraft, bad company.

1 Corinthians 15:33 – Bad company.

## WEEK 4 - READ-A-LOUD



You may not need this week of curriculum if you choose to take the two week plan of the story, “Volunteer at Auschwitz.”

**MATERIALS:** The student’s prayer journals from week two, pencils.

- This week have your students do their own read aloud! Have them bring their prayer journals that they made in week two of this curriculum. Let them read some of the things that God has been doing. If they wrote a letter to God, thanking Him for His trustworthiness, they also have that to read. By this time, you should have gotten a chance to read their letters. You might want to ask a few of them beforehand to read all or just part of their letters to God. This develops their oral reading skills and their listening skills!!
- It takes a great deal of trust to be able to share with your peers what you think about God. Encourage the students that this is one thing that they can do to please God and become more trustworthy to Him. Their friends need to see them listening and being interested in what they are sharing. If this kind of atmosphere can develop, the students will see the work of the Holy Spirit in their unity!
- If you are thinking that this will not be enough to fill your time, have some of the kids share their prayer requests that they wrote in their prayer journals. You could have a time of prayer for those students who choose to share their request. If there have been any answered prayers, be sure to praise God for those!
- Each of the students might want to write down the other students’ prayer requests in their journals. Then, they are reminded to pray for each other! There will be developing prayer warriors in your group, let them develop and grow right there!

## WEEK 4 - CRAFTS

### ✂ The Holy Spirit Is There When I Turn Off The Lights!

**MATERIALS:** Glow in the Dark paint, paint brushes, Markers, stickers, construction paper. (Optional - light switch cover).

**PURPOSE:** That the students will have a reminder of the Holy Spirit with them at home when they turn off the lights.

This craft project is pretty flexible to the creativity of your students. The students can make anything that they would like to remind them the Holy Spirit is with them at home, too.

Decorated light switch covers will be a fun reminder of the Holy Spirit's presence.

- Purchase a light switch cover for each child. They cost about \$0.18-0.49. (Target or Wal-Mart.)
- The children can paint right on the switch.
- Ask each child in advance if he has a one-switch or a two-switch plate in his room.
- Decorate the plate with stickers, markers and glow in the dark paint.
- Encourage them to write a hidden message with glow-in-the-dark paint so that they can see it when the lights are out.
- They could write the address for their memory verse or they could write "HS." They would know that it stood for "Holy Spirit" but no one else would have to!

This would be a great excuse for home visitations! Take a screwdriver and go visit the students. See if they were able to hang their new switch, if not, you, with parental approval could hang it for them!! It will be fun to see what the students come up with for this craft.

## WEEK 4 - RECREATION

### DAY ONE: Red Light Green Light

#### SET UP:

The leader stands at one end of the room, while the players stand in a line face the leader at the opposite end of the room

\* leader



p  
l  
a  
\* y  
e  
r  
s

#### TO PLAY:

- 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 everyone stop as soon as “Red Light!” was called out?**

**Did you argue with the leader? If so, why?**

**Do you believe the leader is trustworthy? Why or why not?**

**Are all of you kids trustworthy? Why or why not?**

You may want to play the game a few times, stop for discussion and then play a few more times. Were the children more than trustworthy players after thinking and talking about it?

#### ALTERNATIVE GAME

- Play Red Light Green Light, but this time, the leader never turns around. Have the kids play on the honor system. If you really want to have fun record it on a hidden video camera and then play it back to the kids. What a great discussion you can have on what it means to be trustworthy! We can see God's omnipresence and the reality of judgment - even when we think we have gotten away with something.

## DAY TWO: Animal Call

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

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

**SET UP:**

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

**TO PLAY:**

- When the Adult leader says, "GO," each group of children goes out looking for beans.
- When the group's leader hears the sound of their animal, he/she goes quickly to gather the bean.
- The leader can only pick up a bean at a spot where his/her player is making the sound.
- Players cannot leave a bean until the leader has picked it up.

### DISCUSSION

**Did you notice anyone who played as though they were listening to the voice of the Holy Spirit? What showed you that they were listening to the Holy Spirit? What made you question if they were listening to the Holy Spirit?**

Remind the children that listening to the Holy Spirit is not always easy. Often as we get caught up in life, we allow our emotions to take over rather than doing that which 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 leaders to keep from picking up beans that they saw as they ran from place to place?**

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

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

## DAY THREE: Fruit Basket Upset

**MATERIALS:** Chairs for all but one player.

**SET UP:**

- Place chairs in a circle, facing in.
- Choose a leader.
- Everyone, but the leader, sits in a chair.

**TO PLAY:**

- Beginning with one player, go around the circle naming the children: “apple,” “orange,” “peach,” “banana”.
- Thus, there are several children who are “apples,” “oranges,” “peaches,” and “bananas”.
- The leader stands in the center of the circle and calls out the name of a fruit. Example, “Oranges.”
- Everyone who is an “Orange” gets up and tries to sit in a different chair while the leader tries to get into a chair also.
- Whoever is left standing is the next leader.
- The more players there are, the more fun the game because of the excitement of so many people moving.
- The leader may also call out, “Fruit Basket Upset”, and then everyone moves.

### DISCUSSION

This is a game where children will cheat by trying not to get into a chair because they want to be the “leader.” This behavior of course, ruins the game. For the game to be truly fun, everyone must follow the rules.

**As we played the game what do you think was acting the way that the Holy Spirit would lead you to? What kinds of actions showed that someone was listening to their own wants and desires?**

**How did you feel when others didn’t follow the rules?**

**If you didn’t follow the rules, what were you thinking and feeling while you were “doing your own thing?”**

When we insist on doing our thing we actually ruin life for those around us as well as ruin life for ourselves. We may allow our heart to be hardened and thus not be able to see the truth. We convince ourselves that doing our own thing is the best way, but if we are honest with ourselves, we will see that it is not the best.

Take some specific examples from the playing of the game to show how misdirected thinking can ruin life for us.

## **DAY FOUR: Free Play**

On this last day of your study of Trust, be sure to observe how the kids do interacting on their own.

Have they learned anything this month? Are they trying to trust others and be trustworthy themselves?

Remember they are still kids and are in process. Aren't we all!!!

Are there some children for whom you need to get some prayer warriors? Ask 7 people to pray for a specific child everyday for a month. Give the 7 "Warriors" particular items for which they can pray for the child.

“I looked for a man among them who would build up the wall and stand before  
me in the gap on behalf of the land so I would not  
have to destroy it, but I found none.”

Ezekiel 22:30

Some of our children need more than one adult to stand in the gap for them.