

Men Who Trusted God

Lesson 24a — Noah and the Ark

Lesson 24b — Abraham — Father of Many Nations

Lesson 24c — Two Brave Spies

Lesson 24d — Joshua Leads Israel to Jericho

Lesson 24e — John the Baptist

OVERVIEW

The concept of trust is one that is very important for the primary child to develop. Little ones naturally have trust in their parents or those who care for them. But it is necessary to plant the seeds for trust in God, and then nurture and encourage that seed to grow. Sunday school is one of the primary places where this is done. And we know that the knowledge that we **can** trust God is an invaluable belief to carry through life.

With this thought in mind, the current unit has been designed to emphasize the blessings and benefits that came to those in Bible times who put their trust in God. As you consider each story, think about the things that might have made it difficult for the person involved to have trust. Remember, Noah built an ark before there was ever a flood. Abraham followed God to an unknown land, leaving all that was dear and familiar, be-

hind. Caleb and Joshua stood before the leader of their nation and took a stand directly opposed to that of the other ten spies who had been sent out. Joshua was told to conquer a city by marching quietly around its walls. And John the Baptist preached the message of a coming Messiah without fear or regard to man's opinions.

Every one of these men trusted God in spite of the circumstances surrounding him. And this should be the message you get across to your students — we can trust God no matter what. God will never fail us if our confidence is in Him. Use specific examples and details related to events and situations in their lives to help them understand that God will be with them at all times if they purpose to serve Him and do His will.

GAMES FOR REVIEW

Joshua and Caleb spin game. Make a crooked path and mark off into various types of spaces (see Patterns). Use a spinner to indicate number of spaces to move. This can be played girls against boys, right side against left side, etc. The winning team could be rewarded with grape candy or a piece of Bit O'Honey.

Choose students to act out the Bible stories without speaking and let the others tell what they are doing, by raising their hand. Correct answers are rewarded.

Assign a symbol to each of the five lessons of the unit: 24a — ark, 24b — star, 24c — cluster of grapes, 24d — walls, 24e — sign (see Patterns). Cut out a quantity of each symbol from construction paper, and write lesson questions on the back of each symbol. Divide your group into teams. Team members take turns going for-

ward and selecting a question from any of the symbols. If their team can answer the question correctly, they may pin the symbol under their team name on a board in front of the group. When all the questions have been answered, the team with the most symbols under its name is the winner.

CONTEST IDEAS

Make a Jericho wall with removable stones. Stones could be removed (torn down) for various things; such as, bringing a new child to Sunday school, knowing the memory verse. Boys could compete against the girls, class against class, etc.

Draw a map of water and a big island. Each member of your class gets a paper boat with a flag with his name on it. They move their boats a certain amount for attendance, bringing Bible, bringing back filled-out paper,

knowing the memory verse, and receive an extra move for bringing a new student. It should take three to four weeks to get to the island. They have to answer questions on the month's lessons, and for each correct answer they get a clue. They discover a treasure at the end of at least four to five questions. Have several questions under each clue. Example: Move two spaces and look under rock, etc.

BULLETIN BOARDS

Title the board BRING A NEW ONE TO SUNDAY SCHOOL AND HELP BUILD THAT ARK! or LET'S PUT THE ANIMALS IN THE ARK! Draw or cut from construction paper an ark either in one piece or several, and animals (see Patterns). Add pieces to the ark, or put animals in, as new students are brought to Sunday school.

From black construction paper make two men carrying the grapes. Use real branches and plastic grapes hanging from them (see Patterns).

Make a bulletin board in the form of the map of the Holy Land (see Patterns). Emphasize the main places that will be studied during this unit. The children will have a better understanding of the location of each place in relationship to the next one.

Center the words MY TRUST IS IN GOD on your board. Run five streamers of ribbon or colored paper from the words to the top of your board, where space should be allowed for five sketches: Noah, Abraham, the brave spies, Joshua, and John the Baptist. Run other streamers to the bottom of the board, where you have allowed space for a picture of each of your students. Let the students draw the five Bible characters. They may also wish to draw self-portraits for the lower pictures, or you could use photographs.

NOTES

UNIT SONGS

"Dare to Be a Daniel"

"Trust and Obey"

"The Lord Knows the Way"

"I Have Decided to Follow Jesus"

UNIT PROJECTS

Put a question about the lessons in each of the cups in a muffin pan. Then have the children toss a button or penny into a cup and answer the question from that cup.

CHART IDEAS

Fold a piece of brown construction paper and cut an ark from it, having the top on the fold. Make an additional bottom piece and glue it around the bottom edge of the ark (see Patterns). Fill with animal crackers.

Use animal stickers to fill up Noah's ark. The last Sunday the children could open the door on the ark.

Make a graph divided into four spaces across and five spaces down for each child. Use I'M A SUCCESS for the heading (see Patterns). They are given one point each for attendance, bringing Bible, knowing memory verse, bringing lesson paper, and missionary work. Keep the charts current to the end of the month so they can see their progress.

Draw a brick wall of five rows (see Patterns) with the name of the Bible character studied at the end of each row. Each Sunday put a smiley face in each block for the following: attendance, bringing Bible, bringing lesson booklet, doing missionary work, knowing memory verse.

UNIT SUPPORT MATERIAL

Miracles of the Old Testament — Classroom Activity Book, 8 each of 6 pictures, Standard Publishing

TEXT Genesis 6:8,13-22; 7:11-17,23,24; 8:13,14; 9:11-17

OBJECTIVE The students will be able to explain that Noah trusted God, and God used him to build the ark which would preserve man and the animal kingdom.

MEMORY VERSE Whoso putteth his trust in the LORD shall be safe.
— Proverbs 29:25

Noah and the Ark

MEMORY VERSE IN ACTION

WHOSO — Point to others.

PUTTETH HIS TRUST — At eye-level, hold fists on top of each other as though holding to an imaginary rope.

IN THE LORD — Make an L with thumb and first finger of the right hand. Touch thumb to left shoulder, bring across in front of body touching right waist.

SHALL BE SAFE — wipe sweat from forehead as though just having a close call with danger.

Proverbs 29:25

MEMORY VERSE VISUALIZED

Though our memory verse for this week is found in Proverbs, it ties in closely with our story text about Noah and the ark. The visualization for this verse is the ark. (See pattern at the end of this lesson.) Cut out each piece and assemble in the correct order as your students learn the verse.

BIBLE LESSON OUTLINE

Introduction: Bring to class a small boat model, and the instructions for putting it together. Ask your students if they think they could put the model together without using directions. Explain to them that your Bible story today is about a man who built a boat — a real one! And God Himself was the One who gave the instructions.

1. God saw the wickedness of man in the earth and determined to destroy the world with a flood.
2. Because Noah was a righteous man, God instructed him to build an ark for the saving of his household.
3. Noah followed God's instructions and spent many years building the ark though the people around him refused to heed his warnings.
4. When the ark was finished, Noah, his family, and representatives of the animal kingdom entered the ark, and the flood came upon the earth.

Climax: For forty days and nights the flood continued, but Noah and those with him in the ark were safe. After the flood abated and the waters which covered the earth were diminished, Noah and his family left the ark.

The rainbow was placed in the sky as a token of God's promise to never again destroy the world with a flood. Conclusion: Noah escaped the judgment that fell on the world because he was found righteous in the sight of God.

Response: The students will be able to describe how Noah proved his trust in God by building the ark, and relate how the ark was a means of escape for him and his family.

BACKGROUND INFORMATION

Although the Scriptures give no specific details of Noah's first 500 years, we know he lived a life that completely contrasted that of his contemporaries. Of the people in Noah's generation "God saw that the wickedness of man was great in the earth, and that every imagination of the thoughts of his heart was only evil continually." But of Noah God said "Noah was a just man and perfect in his generations, and Noah walked with God" (Genesis 6:5 and 9). II Peter 2:5 also states that Noah was a "preacher of righteousness." The fact that he lived a life pleasing to God condemned the people around him that had chosen to live wickedly. The ark, too, was a testimony to the world that Noah lived close enough to God to discover His purpose to pour out judgment upon mankind. Noah proved his faith when he stuck with the arduous task of completing the huge vessel that would eventually save him and his family.

IN-CLASS ACTIVITIES

Make sure each student has a Bible or a copy of chapters 6 and 7 in Genesis. Read the statements below and have the students tell you in which chapter and verse the information is given.

1. The Lord told Noah to build an ark.
2. Noah was to build the ark of gopher wood.
3. The ark was to be sealed with pitch.
4. The ark was to have three levels.
5. Noah and his family gathered food for the ark.
6. God told Noah to take the clean animals by sevens, and the unclean animals by twos.

Use any other statements you may wish to include.

Make a pop-up file folder of Noah's ark. You will need a Manila file folder on which to draw a picture of the ark on the top part (see Patterns). Make the various animals, Noah, and the gangplank from heavy paper and glue to the folder as shown.

Make a large calendar on a wall chart to show the 40 days that it rained. Help the children relate to this amount of time by adding a detail to each day: day 1 — went to church, day 2 — school, day 3 — zoo, day 4 — baked cookies, day 5 — read a book, etc.

Make paper-bag puppets (see Patterns). Let your students play the different characters as you relate the story to them.

Give each student a slip of paper with the name of an object from the story of Noah written on it. Have them draw a picture of their item with their left hand (or right hand if they are left-handed). Then let everyone try to guess what the other person has drawn. See how many correct guesses each picture gets. They might have fun with a silly assignment like a two-headed turtle, a straight-tailed pig, or a three-pouched kangaroo.

Let the children make a clothespin animal menagerie (see Patterns). They may wish to draw their own or you could use the patterns given. Draw them on construction paper, cut them out, and place clothespins on the animals for the legs.

Copy the fold-up ark onto heavy paper and use it to help tell the story of Noah and the Flood (see Patterns).

QUESTIONS

Why do you think God decided to send the Flood and destroy all life?

Why do you think God decided to save Noah and his family by having Noah build an ark?

How do you think it felt to be on the ark in the middle of that terrible storm and flood?

How do you think God feels about the way people live on this earth today?

Noah believed God would send the Flood so he obeyed God and built the ark. Do people believe God today? What will happen to those who do believe when Jesus comes back? What will happen to those who do not believe when Jesus comes back?

What promise does a rainbow represent?

Can we always trust God to keep His promises? Talk about some of God's promises.

How do you think Noah and his family felt about their being the only ones who escaped the Flood? Do you think they felt all alone? Do you think they felt like God was with them?

How do you feel when God asks you to do something for Him? Are you glad that God can trust you?

PRESCHOOL SUGGESTIONS

Make an ark book for each child (see Patterns). Punch a hole at the top of each book and fasten the pages and cover together with ribbon or brass fasteners. Let the children color each page as you talk about the different animals God sent into the ark.

Make a rocking ark for each child (see Patterns). Fold a paper plate in half so it rocks back and forth when it stands on its curved side. Glue a copy of the ark (which you have sized to fit the plate) onto one side of the paper plate. Let the children color their arks and have them rock the arks gently as they "float" on the "water."

Draw a picture of Noah's ark on the side of a shoe box. Cut out pairs of animals from magazines or catalogs and glue the pictures to tagboard or some other heavy paper. Let the children match the pairs of animals and clip them together with paper clips or clothespins before putting them into the shoe box ark.

Give each child a copy of the picture of the ark and clouds (see Patterns). Let them draw the rain coming down from the clouds as you tell the story.

Give each child a copy of the rainbow pictures to color (see Patterns) as you tell them of the rewards in trusting God.

Make finger Jello animals for your class: Combine 4 envelopes unflavored gelatin with three 3-ounce packages of flavored gelatin. Stir 4 cups boiling water into the gelatin, stirring until it is dissolved. Pour into 9" x 13" pan. Chill until firm. Cut with animal cookie cutters.

REVIEW IDEAS

Have the department help build the ark. Make an ark from construction paper or posterboard. Cut it into a number of pieces with a question pertaining to the lesson, written behind each piece. Children come up by turns and pick a question from a pile. If they answer it correctly they may put the piece up on the board where they think it will fit. If they miss the question, another may come up and try. When all the questions are answered the ark should be completed.

Make a shadow box like the one in Unit 1. Instead of a picture of Heaven, draw it in the shape of an ark. Inside the slots to open, have questions for the children to an-

swer. The children may take turns coming up to choose a slot and answer the question.

As you review the story of Noah, choose different children to portray the people and animals that might have been on the ark. Have the other students try to guess who or what they are.

COORDINATING SONGS

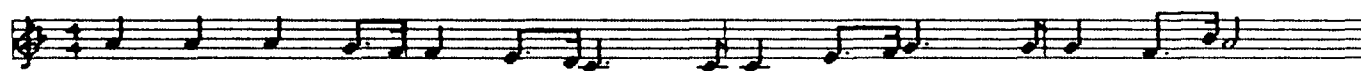
“Brother Noah” — tune of “Old McDonald”

SUPPORT MATERIAL

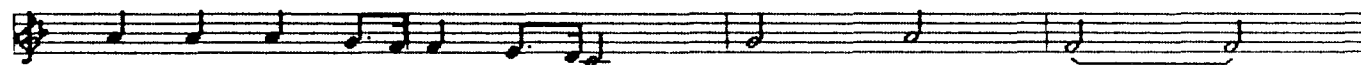
Noah’s Animals — Activity and Coloring Book, Standard Publishing

Noah and the Ark — Inlay Puzzle, Standard Publishing
Fill Noah’s Ark — Game, Standard Publishing
All Aboard for Noah’s Ark — Game, Standard Publishing
Creation to Abram — Pict-o-graph, Standard Publishing
Noah’s Big Boat — Palm Tree Book, Concordia
The Story of Noah’s Ark — Arch Book, Concordia
Noah and the Ark — Suede-graph, Concordia
Noah’s Ark — Bible Story Puzzle, Concordia
Noah — Children’s Puzzle, Concordia
Noah — My Bible Story Card, Concordia (picture on the front/story on the back)

MEMORY VERSE SONG

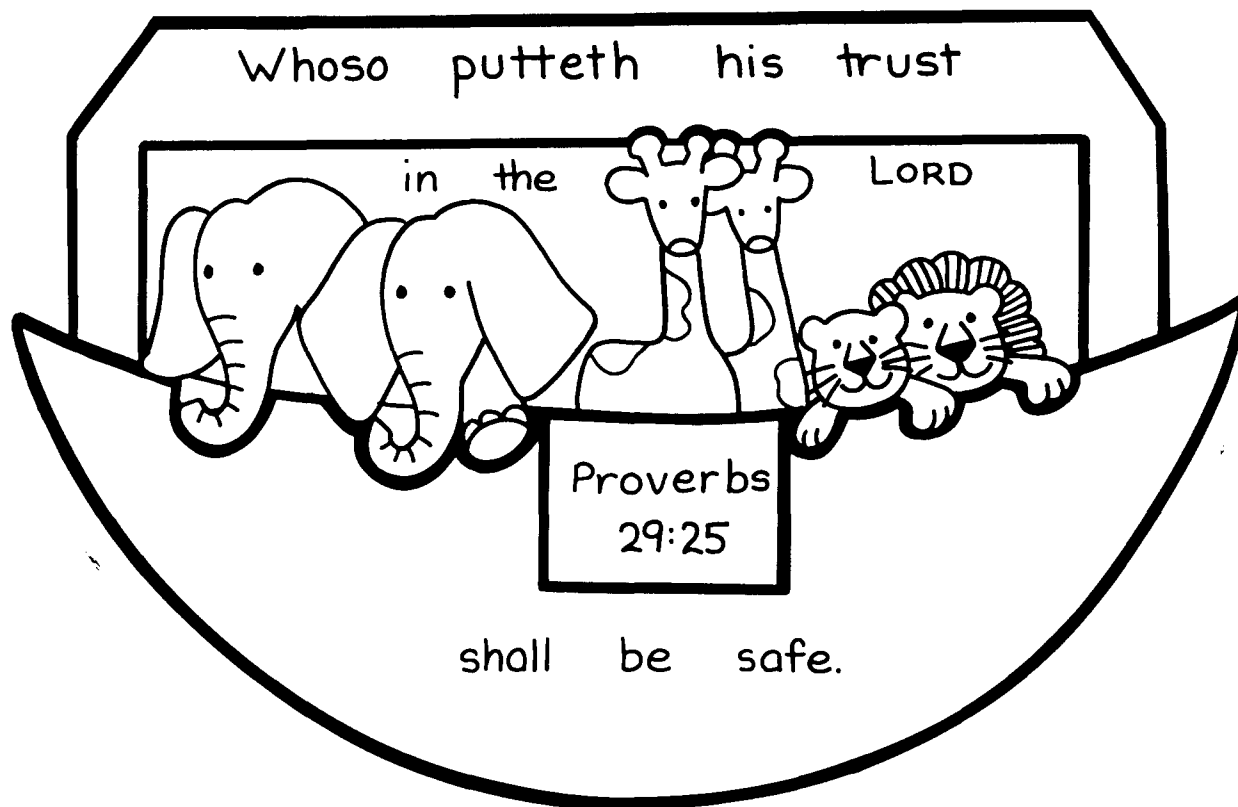


Who - so put - teth his trust in the Lord, his trust in the Lord, his trust in the Lord.



Who - so put - teth his trust in the Lord shall be safe.

MEMORY VERSE VISUALIZED



TEXT Genesis 12:1-9; 13:14-18

OBJECTIVE The students will be able to tell that Abraham trusted God and God called him to be the father of His chosen people.

MEMORY VERSE Trust in the LORD, and do good. — Psalm 37:3

Abraham — Father of Many Nations

MEMORY VERSE IN ACTION

TRUST — At eye-level, hold fists on top of each other as though holding to an imaginary rope.

IN THE LORD — Make an L with thumb and first finger of the right hand. Touch thumb to left shoulder, bring across in front of body touching right waist.

AND DO GOOD — Hold left hand out palm up, right fingers over mouth, move right hand forward, palm up, and lay into palm of left hand.

Psalm 37:3

MEMORY VERSE VISUALIZED

A child who is kneeling by his bed in prayer is the depiction of our memory verse for this week. (See pattern at the end of this lesson.) Cut apart the pieces as indicated by the heavy black lines. Arrange them on your display board one piece at a time as your students learn the verse.

BIBLE LESSON OUTLINE

Introduction: Open your class session by showing your students a map of your state. Pick out a city some distance from your own, and ask your students to pretend they have been told to go to that city but they are not sure how to get there. What should they do? Obviously, they should follow the directions given by the map. Tell your students your Bible story today is about a man who was told to go far away — but he wasn't provided with a map. His instructions came directly from God.

1. God called Abram to leave his father's house and go to a land that He would show him.
2. Abram was given the promise that he would be a father of many nations, his name would be great, and through him all the families of the earth would be blessed.
3. Abram trusted God and left his father's house and journeyed to the land of Canaan.

Climax: God rewarded Abram's trust by promising him

that the land of Canaan would be his for an everlasting possession.

Conclusion: Abram was blessed of God because he believed God and answered His call.

Response: The students will be able to explain how Abram obeyed God and was blessed for doing so, and will recognize that they, too, will be blessed if they obey the call of God.

BACKGROUND INFORMATION

Throughout the New Testament Abraham is lifted up as an example of a man who had the kind of faith that pleased God (Romans 4:16; Galatians 3:9; John 8:39). Because of his faith, Abraham obeyed when God called him to leave his home and family and go to a place he knew nothing about (Hebrews 11:8). He was willing to surrender the known for the unknown because of his confidence in God's Word.

Abraham's faith was persistent. Although year after year went by without any sign of the fulfillment of God's promise to make a great nation from his offspring, Abraham continued to believe God. Subsequent history proved that God was well able to keep His promises to Abraham, but also, even though Abraham faltered at times (Genesis 16:4 and Genesis 20:1,2), Abraham maintained an unshakable faith in God. Because of this, God entrusted to Abraham the unique privilege and responsibility of being the father of His chosen people, and through his lineage would come the One who would bring the revelation of God to lost mankind.

Abraham's life is a beautiful illustration of the grace of God working through a man of faith. (See Ephesians 2:8-10.)

IN-CLASS ACTIVITIES

Show the students magazine pictures of modes of travel (car, bus, plane, boat, bicycle, horse, camel, donkey, walking, etc.). Decide which is the fastest, which is the

slowest. Compare the time for a student's trip to church with Abraham's trip, which was probably about five or six miles per day.

On a street map of your city show children the location of each of their homes and of the church. Talk about the route used by each to arrive at Sunday school. Also discuss the transportation each of them use. Compare this to the unit map (see Patterns) of the Holy Land and the route and means Abraham used to reach the promised land.

Abraham lived in tents. See the Patterns sections for some different ways they can be made.

Make a match-up puzzle tube for your class (see Patterns), and let the children take turns matching the sentences. Measure and cut a piece of construction paper so it fits the circumference and length of whatever tube you decide to use (paper towel tube, tennis ball can, etc.). Write in the words as given in the pattern. (To simplify them for the younger children, write each sentence in a different colored ink: red — "God cares for you"; blue — "I will not be afraid"; green — "Give thanks to God"; lavender — "The Lord is my helper." Cut on the dotted lines and wrap the strips around the tube. Fasten ends with cellophane tape. Leave strips loose enough so children can easily turn them. The child turns each strip to put words in correct order. Each sentence will help the children understand why Abraham trusted God. Impress upon the children that for these same reasons they can trust God.

QUESTIONS

What did Abraham do when God told him to leave his country and relatives and go to a land that He would show him?

Why did Abraham believe God? Was it a hard thing for Abraham to do?

How do you suppose Abraham felt when he looked over the land that God had promised to give to him and his children?

Does God always keep His promises? How and when did He keep His promise to Abraham?

What promises that God gave to Abraham can we claim for our own promises also?

What special Baby was born many years later and was part of God's promises to Abraham?

PRESCHOOL SUGGESTION

Make a small suitcase for each child to pack for Abra-

ham's journey (see Patterns). Copy the suitcase and objects to be packed onto different colors of paper. Cover them with clear contact paper and cut them out. Fold the suitcase on the dotted line so the title, Abraham's Journey, is on the outside. Attach Velcro or let the children use double-stick tape to attach the objects to the inside of the suitcase. Comment on each one; such as, Abraham took his family, he took all of his animals, they packed their clothes and dishes, they were sure to take the LORD with them.

Give each child a copy of the travel sheet (see Patterns). Pass out crayons and tell the children to draw an x through the things that Abraham did not use on his journey. They may color or draw a circle around the things he might have used.

If you are in a situation that permits a long distance view, have the children pretend they are on "Promise Hill." Tell them to pretend they are Abraham and can have everything for as far as they can see. Explain that this is what God promised Abraham.

REVIEW IDEAS

Prepare three boxes. Label one NAMES, one QUESTIONS, and one TREATS. Put the name of each child in the department on a slip of paper in the NAMES box. Put questions pertaining to the lesson in the QUESTIONS box and put TREATS in the remaining box. Pick a slip of paper out of the NAMES box and let that child draw a question from the QUESTIONS box. If he answers it correctly he may pick a treat from the TREATS box.

Draw a picture of Abraham (see Patterns) and cut it out of posterboard. Below him hang a chain of paper doll figures. Behind each one have a question about the lesson. The children may come up by turns and choose a paper doll. If he answers the question behind the doll correctly he is rewarded with a bookmark or prize dealing with Abraham.

Make stars out of posterboard and spread glitter on them. Fasten them to a background of black or dark blue posterboard, with a question behind each star. Let each child pick a star and if the question is answered correctly he is rewarded. If not, the question is put back and another may come up and try to answer it or choose a different question.

Use large stick puppets for your review (see Patterns). The figures or scenes should be mounted on the front and back of the sticks, so they can be held up showing first one side and then the other. The sticks could be: Abraham/Abraham praying; a tent/large question mark; a scene representing Abraham's homeland/large ques-

tion mark; a group of people representing Abraham's friends and family/large question mark; the words go/ stay; a multitude of stars/large question mark.

SUPPORT MATERIAL

Abraham's Big Family — Palm Tree Book, Concordia
Abraham, Isaac and Jacob — Pict-o-graph, Standard
Publishing
Land and People of Promise — Book, Augsburg

COORDINATING SONGS

"Father Abraham"

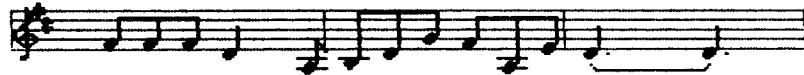
MEMORY VERSE SONG



Trust in the Lord, and do good.

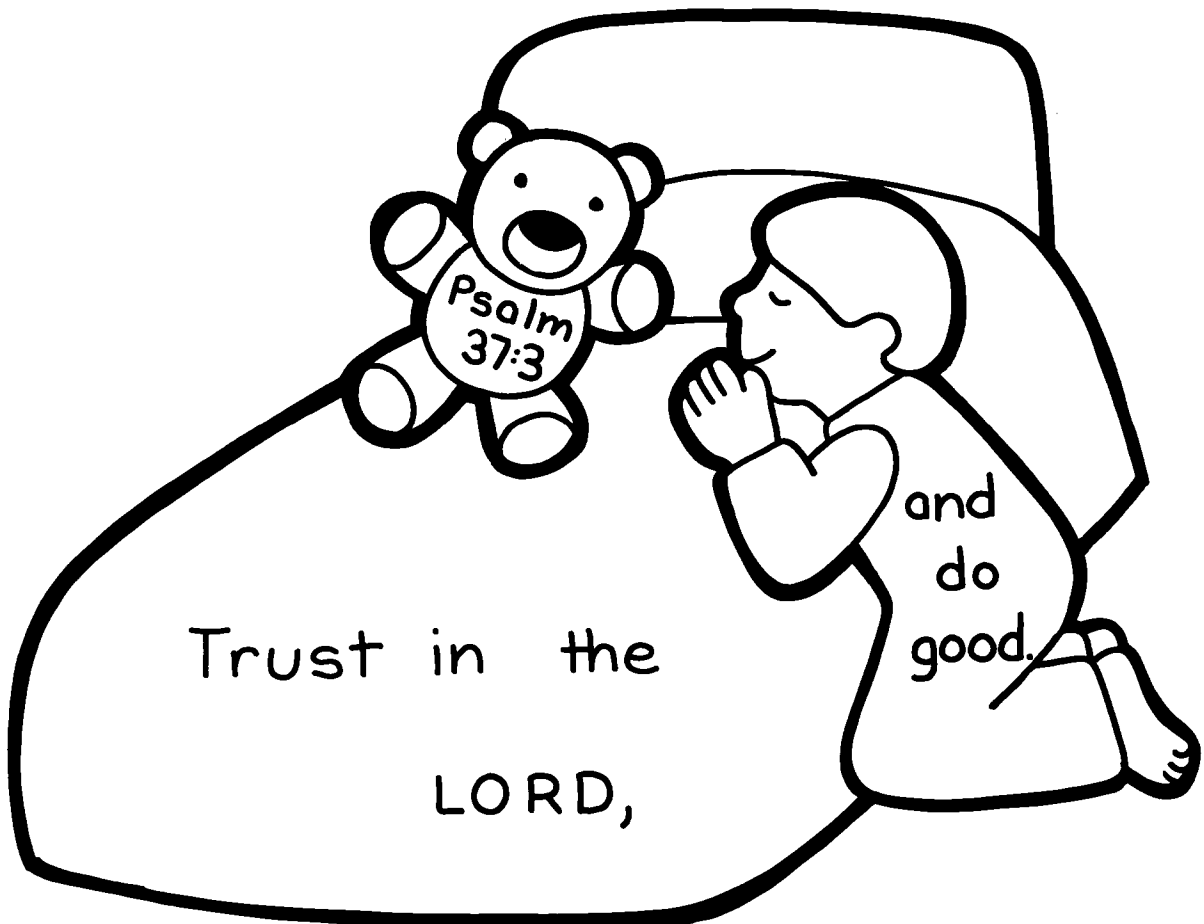
Trust in the Lord and do good.

Trust in the Lord,



trust in the Lord, O trust in the Lord and do good.

MEMORY VERSE VISUALIZED



TEXT Numbers 13:17-33; 14:1-9,36-38

OBJECTIVE The students will be able to explain that because Joshua and Caleb trusted God, the report they brought back was that God was well able to give them the land.

MEMORY VERSE Trust in the LORD with all thine heart; and lean not unto thine own understanding. — Proverbs 3:5

Two Brave Spies

MEMORY VERSE IN ACTION

TRUST — At eye level, hold fists on top of each other as though holding to an imaginary rope.

IN THE LORD — Make an L with thumb and first finger of the right hand. Touch thumb to left shoulder, bring across in front of body touching right waist.

WITH ALL THINE HEART — Using index fingers, outline the shape of a heart over your heart.

AND LEAN NOT — Shake head “no.”

UNTO THINE OWN UNDERSTANDING — Tap forehead with right index finger.

MEMORY VERSE VISUALIZED

A child surrounded by books and holding a large heart will be the visualization for our memory verse this week. (See pattern at the end of this lesson.) Cut apart the pieces as indicated by the heavy black lines, and put the verse up on your display board piece by piece as your students learn it.

BIBLE LESSON OUTLINE

Introduction: Before opening your class session, put 12 round stickers on a sheet of paper. (If using white stickers, put them on a colored sheet of construction paper. If colored stickers are used, a white background paper would be appropriate.) As you begin your class time, explain to your group that today you are going to talk about 12 men. Draw features on the 12 stickers, describing the characteristics of the 12 spies as you do so. On 10 of the stickers, draw scared or unhappy features. On two stickers, make smiling faces. Ask your class: “What made these two men different?”

1. The sticker faces represent 12 men who were sent to spy out the land of Canaan.
2. Ten of the spies, though they recognized the good things about the land they saw, were afraid of the strength of the people that lived there, and the walled cities.
3. Joshua and Caleb said that they were well able to overcome the inhabitants of the land with the help of the Lord.
4. The Children of Israel chose to believe the report of

the ten spies, rather than that of Joshua and Caleb.

Climax: God brought judgment on the ten spies and all the Children of Israel above twenty years of age, and they perished in the wilderness and were not allowed to go into the promised land. Joshua and Caleb were able to go in.

Conclusion: The voice of the majority is not always right. It is better to trust the Lord than in the thinking of man.

Response: The students will be able to relate the story of the 12 spies and explain that a courageous stand for the right will always be honored by God.

BACKGROUND INFORMATION

Although Joshua and Caleb recognized the strength of the Canaanites and the greatness of the walled cities, they did not despair as did the other ten spies, because their focus was not on the problems but on the power of God. Caleb stilled the people and declared, “Let us go up at once, and possess it; for we are well able to overcome it” (Numbers 13:30). As a consequence for their courageous stand the people wanted to stone them to death, but their faith did not go unheeded by God. Moses announced to the congregation that of all the people twenty years or older only those two would enter the promised land (Numbers 14:30). Joshua went on to become the leader in Moses’ stead, and Caleb received the special promise that he and his seed would be given the land into which he went “because he had another spirit with him, and [had] followed [God] fully” (Numbers 14:24).

Although he had to spend the next forty years listening to the complaining of the people, enduring their backslidings, and watching all his contemporaries die, when the time came to reenter the promised land, Caleb still had the same vigorous faith and was able to say, “As yet I am as strong this day as I was in the day that Moses sent me . . . Now therefore give me this mountain . . .” (Joshua 14:11,12).

IN-CLASS ACTIVITIES

Have a treasure hunt in the classroom. Hide clues. The

children are to act as spies and seek the hidden treasure according to the clues, as spies would do.

Trace the cluster of grapes onto meat trays, tagboard, or some other heavy paper (see Patterns). The paper should be green or purple, or you might want to use white so the children can color the grapes. Poke holes around the grapes where indicated. Use a contrasting color of yarn to lace through the holes. For a simple "needle" use a bobby pin and tie the yarn to the curved end.

Make a tile puzzle for each of your students (see Patterns). You can make these from real tiles or cut them from heavy paper. There are many pairs and opposites in this story; i.e., Moses/Aaron, 12/spies, milk/honey, good/bad. You might want to work together with your class as they match the puzzle pieces or let the children race to see who can be the first to match all their tiles. When the puzzles are together, talk about what each matching set of words stands for.

Make two pretend report cards which the spies might have filled out regarding the land of Canaan. Fill out the first card as the ten spies might have filled it out, making favorable marks for each category, but under the section marked "Remarks" writing that the cities were high walled, the people strong, and thus the recommendation would be to leave the area and go elsewhere. Fill out the other card as Joshua and Caleb would have done, marking favorable responses for each category, but under the "Remarks" section writing "With God's help we are well able to take the land." Categories for marking could include: scenery, space available, fruitfulness of land, quality of ground, development of urban areas.

QUESTIONS

Why were the two spies different from the others?

Did the two spies who brought the good report see all the bad things too? Why were they not afraid?

How does God feel about fearful, doubting people?

How do we know that we can trust God to help us even when everything seems really bad?

Whose report would you have believed if you had been there? Why?

What are some problems you face? Is God able to help you through these problems?

PRESCHOOL SUGGESTIONS

Make a bean bag game with yes and no questions for the children. Have enough questions so each one has

a chance to answer and win a small prize (sticker, balloon, etc.). Make the questions simple; for example, Did the spies find milk and honey in Canaan land? Was Moses one of the spies? Use a cupcake pan and put one question in each section. Let the children take turns tossing the small bean bag into the pan and answering their question. (Teacher: At this young age it is okay if they drop it from close range.)

Give each child a blank sheet of drawing paper. Set out crayons for all to use. Have the children draw pictures of some things the spies found in the Land of Canaan. Let them tell about their pictures. Then they may take them home or display them in a place that you have prepared.

Use the flip chart of the Two Brave Spies to tell the story (see Patterns).

Let the children make a mobile of three good things that the 12 spies found in the Land of Canaan (see Patterns).

REVIEW IDEAS

Use a broomstick or closet pole. Blow up green balloons and attach them to the stick as grapes. Inside each balloon have a question pertaining to the lesson. Have two boys come up to hold the ends of the cluster of grapes. Divide the department into two teams and have them take turns popping a balloon with a pin and answering the question inside. Reward the winning team.

Make a paper chain. On each link of the chain have a question written pertaining to the lesson. Give each question a point value of one to five depending on its difficulty. Have each child pick a question from one end of the chain. If they answer correctly they are rewarded according to the point value.

Make the dramatic highlight of your review with two students bringing in a large cluster of grapes on a pole. The grapes could be green or purple balloons tied together.

Let two students be prepared to be the spies. Let the rest of your group interview them about what they found in the land they went to see.

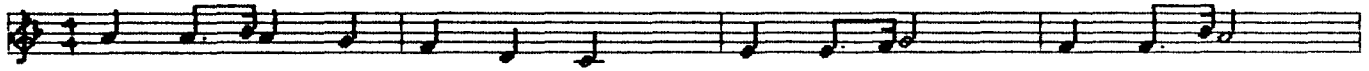
COORDINATING SONGS

"My Lord Knows the Way"

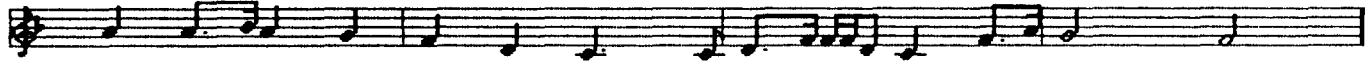
SUPPORT MATERIAL

This Land Is Ours — Book, Augsburg
Stories About Joshua and Judges — Pict-o-graph,
Standard Publishing

MEMORY VERSE SONG

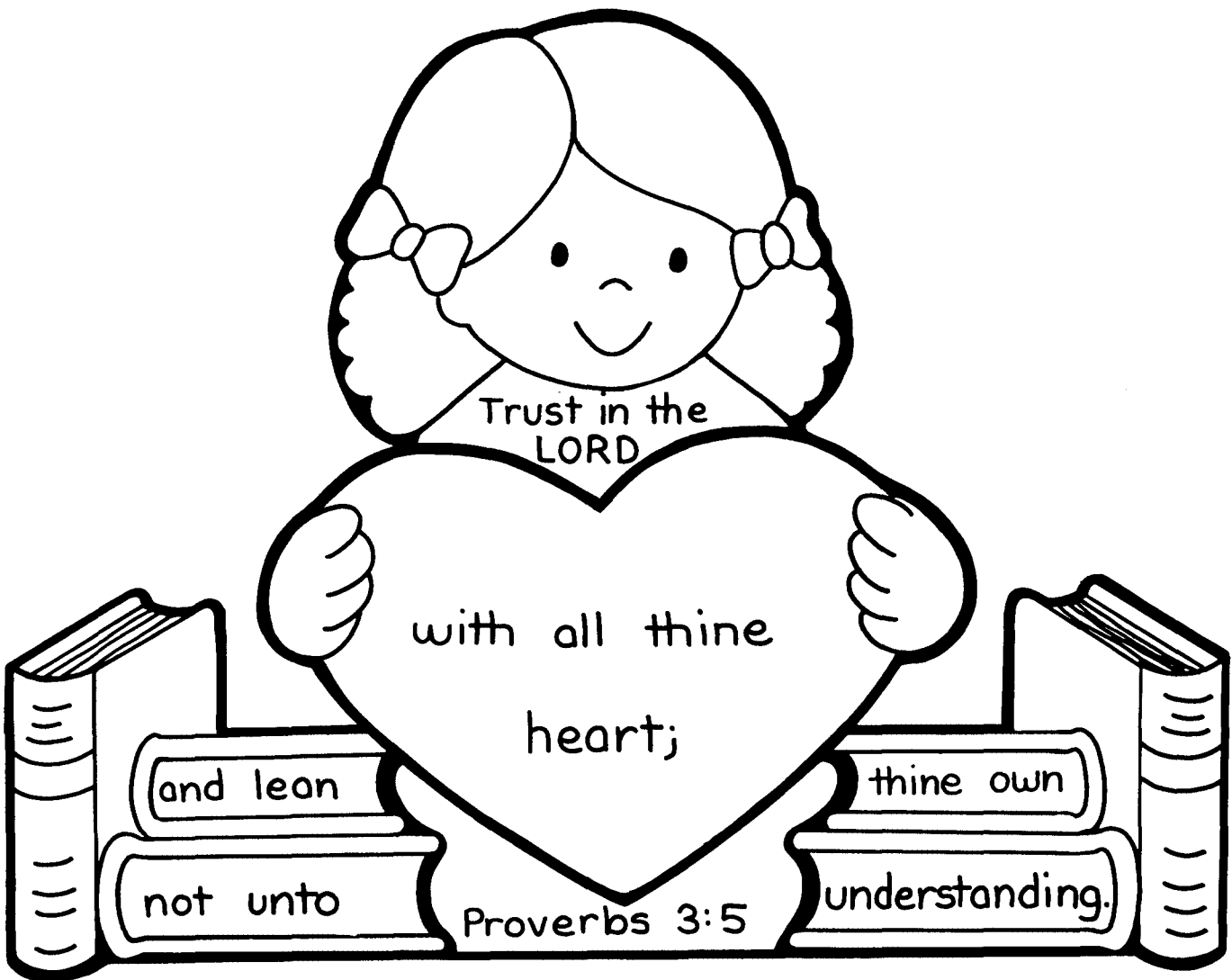


Trust in the Lord with all thine heart, trust in the Lord, trust in the Lord.



Trust in the Lord with all thine heart and lean not unto thine own un - der - stand - ing.

MEMORY VERSE VISUALIZED



TEXT Joshua 6:1-27

OBJECTIVE The students will be able to explain that Joshua trusted God and God used him to lead Israel to victory over Jericho.

MEMORY VERSE Commit thy way unto the LORD; trust also in him; and he shall bring it to pass. — Psalm 37:5

Joshua Leads Israel to Jericho

MEMORY VERSE IN ACTION

COMMIT THY WAY — Thumbs touching finger tips, palms toward self touching chest, move hands away from body opening hands out flat.

UNTO THE LORD — Make an L with thumb and first finger of the right hand. Touch thumb to left shoulder, bring across in front of body touching right waist.

TRUST ALSO IN HIM — At eye-level, hold fists on top of each other as though holding to an imaginary rope.

AND HE SHALL BRING IT TO PASS — Extend left fist, place right palm under left fist and lift slightly.
Psalm 37:5

MEMORY VERSE VISUALIZED

This week our depiction of the memory verse shows a child in prayer, and then the same child as the answer is received. (See pattern at the end of this lesson.) Following the heavy black lines as your guide, cut apart the sections of the picture. Arrange them on your display board one section at a time as your students learn the verse.

BIBLE LESSON OUTLINE

Introduction: Open your class session by showing your students a large question mark cut from posterboard. Ask them if they have ever responded with “Why?” when they were told to do something. Tell them that the Bible story for today tells about what might appear to be a very strange set of instructions. But Joshua, the leader of the Children of Israel, did not ask God “Why?” He obeyed, and because of this a great victory was won.

1. The walled city of Jericho was shut up for fear of the Children of Israel.
2. God gives a detailed battle plan for taking the city, one which is highly unusual.
3. The people obey the command of the Lord, and march around the city according to the instructions given.

Climax: The walls of Jericho fall down as the Children of Israel complete God’s instructions to march around,

blow the trumpets, and shout. Rahab and her family escape destruction.

Conclusion: Jericho was overthrown because Joshua carried out the battle plan given by God.

Response: The students should be able to explain that they must follow God’s instructions if they want to be victorious.

BACKGROUND INFORMATION

Joshua was born into slavery in Egypt, however the Lord raised him up to become the commander of His armies. He had proved himself a courageous leader in the battle against Amalek (Exodus 17:8-16) and he became known as “the servant of Moses” (Numbers 11:28 and Joshua 1:1). This prepared him for the role which the Lord had planned for him.

As can be seen from the conversation that Joshua held with the “captain of the host of the LORD,” he never became self-confident in his own abilities, but fell on his face in humility before the Lord (Joshua 5:13-15). When the command came to conquer Jericho in this very unusual way, Joshua had already had a long history of obeying God. God honored this man’s faith, not only in this particular instance but also for the next 25 years as Joshua led the people of Israel to possess the promised land. Joshua maintained his resolve and concluded his life with the statement, “as for me and my house, we will serve the LORD” (Joshua 24:15).

IN-CLASS ACTIVITIES

Use the questions from the Teacher’s Guide to play a board game (see Patterns). If you have a large class you may need to make up more questions of your own. Cut out a different colored marker for each of your students (or use objects such as the pieces from a Monopoly game). Attach a paper clip to the numbered circle to make a spinner. Let the children take turns spinning and moving. They must follow the directions in the space they land on; and, at their next turn, they may move the number of spaces designated in that square or spin again for another number. It is okay for

more than one marker to be on the same space. Everyone who reaches Jericho is a winner.

Show your students a list of attributes or characteristics that might or might not make a good leader. Let them decide which ones they think are needed to make a good leader and also add their own ideas if they are not on the list.

Make a kazoo from a 4½-inch paper tube. Punch a hole one inch from the end of the tube (a toilet tissue tube or a section cut from a paper towel or gift wrap tube). Fold waxed paper over the end of the tube closest to the punched hole and secure paper with a rubber band. To play the kazoo, hum into the open end of the tube.

Use this game for your question and answer time. Give each student a copy of the Jericho Walls game (see Patterns). They may use buttons or pennies as place markers and start at number 1. If they can answer the first question then they move to number 2, etc. Do this until they have all “marched” around Jericho. Use the questions given in the Question section of this lesson or prepare new ones. Just be sure you have enough so that all the children will be able to march around the city once.

When you have reached the part in your story where the walls of Jericho fall, drop several pieces of the “brick” papers (see Patterns) so it will look like confetti falling. Have the children collect them. You should write questions on about half of the brick papers. The children must answer the questions they have collected or pass them on to a neighbor. This game will help to review the story. Prizes are optional.

Make a circle of people to march around Jericho (see Patterns). Enlarge the people to a size that will encircle your city of Jericho. Tape the ends together and move the circle around the city to let the people march.

See the Preschool section of Lesson 23a (Gideon) to find ideas for making trumpets.

QUESTIONS

How did Joshua get the plan to conquer the city of Jericho?

What would have happened if the Israelites had not obeyed Joshua and had only walked around the city three times?

Why was Rahab and her family saved?

Why do you think that the priests carried the Ark of God before the people?

How do you think the people inside those walls felt when Joshua and all the Children of Israel marched around day after day?

Like Joshua, our ministers are following God’s leading. How should we feel about what they teach us to do?

Looking back over last week’s lesson, how do you think Joshua felt about his choice to follow God’s orders?

God has a Promised Land for us too. What is it and how can we get there?

PRESCHOOL SUGGESTIONS

For each of your students, reproduce the finger puppets (see Patterns) onto heavy paper. Cut out the holes for their fingers. Let the children color their puppets. Then they may use them to march around the “Jericho walls.”

Make walls to represent Jericho out of Lego blocks, styrofoam cubes, or milk cartons covered with contact paper. Let your students knock down the walls. Be sure to leave Rahab’s house in place.

Bring a cardboard box to represent the city of Jericho. Slit down the four corners of the box so the sides can lie down flat. Tie the box together with a string or piece of thread. When it is time for the walls to fall, release the string so the walls will fall out.

Let each child have a small doll to march around the city. Be sure the students are all quiet — no talking allowed! Make the sound of feet by tapping with your hands on the table. Give them all paper horns to blow on their final time around the walls.

REVIEW IDEAS

You could do a flannelgraph or overhead while the department listens to the tape, “The Scarlet Cord Escape.” (See Support Material.)

Make two block-walled cities. Tape a question under each block. Divide the department into two teams and see who can get rid of their city first. Have a person from one team pick a block and read the question. If he answers correctly, someone else from their team may come up and choose a block and answer a question. This continues until they miss a question, at which time the block is returned and it is the other team’s turn to pick a block from their city. The team that answers the last question of their city first, wins.

The group could sing “Around the Walls of Jericho” and act out the story.

Collect empty boxes of various sizes (cracker boxes,

oatmeal boxes, tissue boxes, cake mix boxes, etc.). Cover them with butcher, construction, or other paper. (Use a neutral color or be bold and colorful.) With these finished boxes build the walls of Jericho as high as you can. As you re-enact the story tell how the Israelites marched around Jericho in total silence. Challenge the students to be silent. Can they walk around the room in complete silence? If so, celebrate with a loud cheer.

SUPPORT MATERIAL

- The Scarlet Cord Escape — a tape by Christian Duplications, Inc.
- This Land Is Ours — Book, Augsburg
- The Purple Puzzle Tree, Set 5 — Concordia (Record with 6 different stories/books)
- Stories About Joshua and Judges — Pict-o-graph, Standard Publishing

COORDINATING SONGS

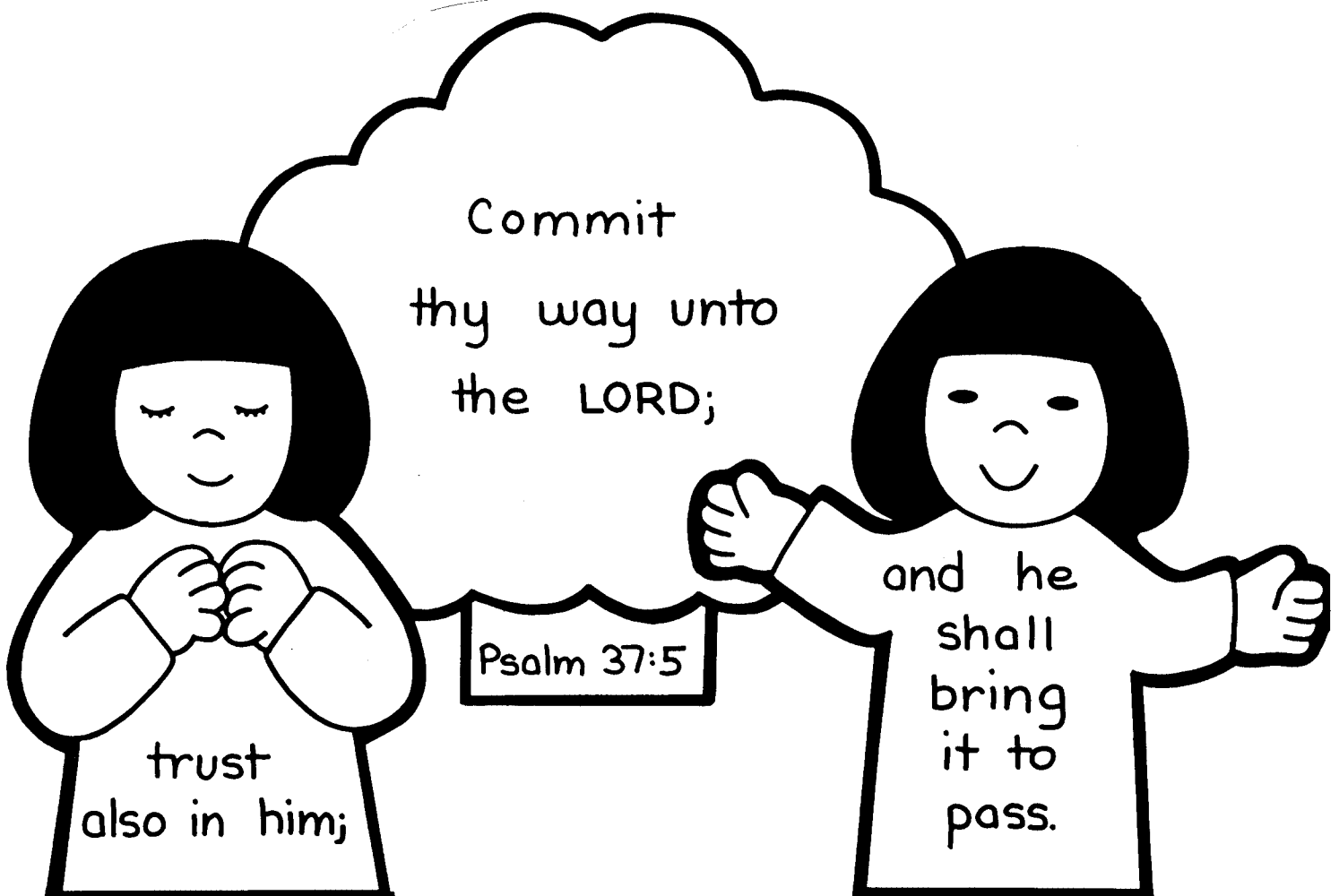
“Round the Walls of Jericho”

MEMORY VERSE SONG

Commit thy way un - to the Lord: trust al - so in him; and

he shall bring it to pass, and he shall bring it to pass.

MEMORY VERSE VISUALIZED



TEXT Matthew 3:1-17

OBJECTIVE The students will be able to explain that John the Baptist trusted God and was used of God to prepare the way for Jesus' ministry.

MEMORY VERSE Thou shalt be his witness unto all men. — Acts 22:15

John the Baptist

MEMORY VERSE IN ACTION

THOU — Point to others.

SHALT BE HIS WITNESS — Place index fingers on lips. Move right hand in semi-circle to right and left hand in a semi-circle to left.

UNTO ALL — With right hand open, palm down, make large circle horizontal and clockwise.

MEN — Point to others.

MEMORY VERSE VISUALIZED

A person witnessing to a group of people will visualize our memory verse for this week. (See pattern at the end of this lesson.) Cut apart the sections of the display as indicated by the heavy black lines. Display the visualization in front of your group, putting up one piece at a time as the students learn the verse.

BIBLE LESSON OUTLINE

Introduction: Take a box to class with a description of the contents printed on the box. Ask your class why the information is printed on the outside. Tell them that your Bible story today is about a man whose mission in life was a little like that of the box you brought. The box pictured or described what was inside so that people would know about it and want it. John the Baptist told people about Jesus so that others would want to know Him.

1. John the Baptist preached repentance, fulfilling the Scripture that said one would come to prepare the way of the Lord.
2. Many came from Jerusalem, Judea, and the region around about to be baptized of John.
3. John taught that One was coming who was greater than he.

Climax: Jesus came to be baptized of John, and the Holy Spirit and God both revealed that Jesus was the Son of God.

Conclusion: Because he was faithful to the call of God, John was chosen to be the one who baptized the Son of God.

Response: The students should be able to explain how John faithfully did the job God had called him to do.

BACKGROUND INFORMATION

Jesus said of John "There hath not risen a greater than John the Baptist" (Matthew 11:11). John truly was a unique man in a unique time in history, that of the transition between the Old Testament Law and the New Testament grace. The specific task to which he was called was to "prepare the way of the Lord" (Matthew 3:3), that is, to call the people to repentance so that when Christ did appear they would be able to receive Him. Although he did no miracles (John 10:41) and his ascetic life style, with his lonely home in the desert and plain food and clothes (Matthew 3:4), stood in stark contrast to the self-indulgent lives of many, yet the multitudes were drawn to hear John's simple but powerful message.

John had been foreordained by God to fulfill this mission. Both Isaiah and Malachi (Isaiah 40:3 and Malachi 4:5,6) had prophesied of his ministry and John was "Filled with the Holy Ghost, even from his mother's womb" (Luke 1:15). However, when one studies this man's character, it becomes obvious that God's choice was not arbitrary. John's task was to point the way to Jesus, and that he did with great humility. Of Jesus, John said "[His] shoes I am not worthy to bear . . ." (Matthew 3:11) and "He must increase, but I must decrease" (John 3:30). Also, when some of John's disciples began following Jesus (John 1:37) he willingly relinquished his claim in them and could say, "the friend of the bridegroom . . . rejoiceth greatly because of the bridegroom's voice" (John 3:29). Because of his humble spirit and holy life God could greatly use John.

IN-CLASS ACTIVITIES

Tell the class you are preparing a dessert for them. Tell them you have to follow instructions to come out right. John had to follow instructions also. As you tell the lesson, put the ingredients together and give to the children at the end of the class period.

PEANUT BUTTER-RAISIN ROLL

Mix $\frac{1}{2}$ cup peanut butter

$\frac{1}{2}$ cup honey

Add 1 cup dry milk (more if necessary)

½ cup raisins

Shape into rolls and wrap in waxed paper. Slice before serving. Store extra in refrigerator.

Make a dove to be used when telling of Jesus' baptism (see Patterns). Transfer pattern onto white paper, cut out, and fold in center. With a hole punch, make a hole about an inch from the fold as indicated. Place your thumb and finger on the holes and move them to make the dove "fly."

From tagboard or other heavy paper cut a switch plate cover and an outlet cover for each of your students (see Patterns). Let the children color them. Talk about each slogan in connection with John the Baptist and themselves. Tell them to use them at home so each time they plug something in or switch on a light they can be reminded to trust God and work for Him.

Most people today have an address book where they keep a list of the people they know. Make an address page for each of your students to fill in. Also give them the page that might have been in John the Baptist's address book (see Patterns). Read the names of the people on John's list and where they lived. Tell your students that John went to many places to tell people about God's Son, Jesus. And he even baptized Jesus! Have the children write in the names of people they would like to tell about Jesus. Be sure and write in where they live and if they are related.

Make a miniature sandbox and stick puppets (see Patterns). Use these to tell the story of John the Baptist. Make sure you put something in the sandbox to represent water. Tape a popsicle stick to the back of each of the puppets so they will stand up easily in the sand.

QUESTIONS

What was the main message John the Baptist preached?

Picture in your mind how John the Baptist might have looked. How do you think you would have liked meeting him or hearing him preach?

What does repentance mean?

Why did God speak from Heaven when John baptized Jesus?

Why did God choose John to tell people about Jesus?

Does Jesus have a message for you to tell people? What is that message?

PRESCHOOL SUGGESTIONS

Make a miniature flannel board for each child (see Pat-

terns). Let them help you tell the story of John the Baptist as he baptized Jesus. Cut a piece of cardboard and a piece of sky-blue flannel the same size. Use a spray adhesive and apply the flannel to the cardboard. Let the children add the green flannel for grass and two pieces of blue for water — make sure the smaller strip of blue is on top so Jesus can go between the two blues into the water. Let them add John, Jesus, and the dove at the appropriate times.

Explain to your little ones that to "witness" means to tell other people about Jesus. That is what John the Baptist did. Give each child a button with a picture of Jesus on it. (These can be purchased at Christian Supply stores, or made by using small pictures of Jesus and a button maker.) Let each one take a turn pretending to explain to someone the picture that is on their button.

Let each child draw pictures of people he could tell about Jesus. Give them Jesus stickers to paste on each figure they have drawn.

REVIEW IDEAS

Blow up several balloons and draw faces on them. Under the face write a name — Noah, Abraham, Brave Spies, Joshua, John. Have several of each character. Have a question pertaining to the person represented, inside each balloon. Have volunteers pick a balloon and answer the question it contains. Correct answers are rewarded with a prize.

Bring the following objects: the letter "W" written on construction paper, a hat, a large can, a picture of an eye, the word "DO" written on a piece of paper, a display of the number "4", a picture of Jesus. Pass these out to different ones in the room. Tell the department that you have a puzzle that they need to help you solve. Have the ones holding the objects come up one at a time and stay there, but not in order. Have the department help you line them up and put them in the right order so that they make the phrase "What can I do for Jesus?" God trusted John to help prepare the way for Jesus' ministry. He trusts us the same way to tell others about Jesus, to invite others to Sunday school, tell others about His coming again.

Show your group a number of items, one at a time, which use words or pictures to tell about something. Some possibilities: a book jacket tells about the contents of the book, a cereal box describes what the cereal inside is like, an advertisement tells about a specific product. Ask your students how we can be like these items. Develop the thought that we, as Christian witnesses, are to describe the person of Jesus Christ. Just as the items you displayed described through words and pictures, we are witnesses through the way we look and act (pictures) as well as through our words.

To make a spinner game for your review, cut a large circle (approximately 22 inches in diameter) from poster-board. Add a spinner to the center with a brad. Leave it a little loose so it will spin more freely. Divide the board into as many sections as you have words and/or symbols to put in. Some you might choose to use are: dove, Jordan River, Jesus, John, baptize, people, Lamb of God, preaching, into water, repent. After you spin the spinner ask for a volunteer to help you explain the meaning of the word or symbol on which the spinner stopped.

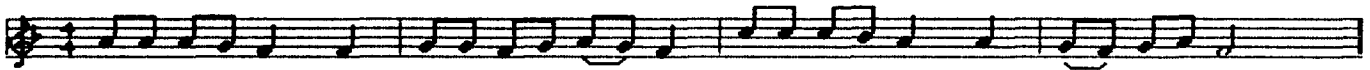
A tape recorder review may be given in a couple of different ways. Record the sound effects of a crowd, a river flowing, God's speaking, etc. Use this as back-

ground for a dramatized version of the story of John the Baptist at the river baptizing Jesus. Or, you can tell the story on tape leaving out certain parts. Whenever you reach one of these parts stop the recorder and let the students complete that section of the story.

SUPPORT MATERIAL

- A Baby Named John — Book, Augsburg
- Messengers of Jesus — Augsburg
- John the Baptist — Arch Book, Concordia
- The Purple Puzzle Tree, Set 5 — Concordia (Record with 6 different stories/books)
- Jesus and John - My Bible Story Card — Concordia (Picture on the front/story on the back)

MEMORY VERSE SONG



Thou shalt be his wit - ness, thou shalt be his wit - ness, thou shalt be his wit - ness un - to all men.

MEMORY VERSE VISUALIZED

