



SAMPLE

Life with God

*Engaging Biblical Stories and
Practices for Spiritual Formation*

for **Children**

L A C Y F I N N B O R G O

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Lesson 23

Preschool and Kindergarten

David's Heart Is Loyal

Background Notes for Teachers: See pp.797-798 in the Renovaré Life with God Bible, "David: Shaped in Solitude."

Center Down — Shoes off, quiet book time with soft music (children may choose a book from the Reading Center)

Prayer Time — Ask children to return books to Reading Center. Gather the children in a group around you and say: When we pray, we talk with God. We can tell God what we're thinking about, we can ask God for what we need, and we can even listen for an answer. Let's pray together right now.

Start the prayer by saying, Hello God. We're so glad that you are here with us. As you already know, we are here together and we would like to talk with you. Model the prayer first. With honesty, talk with God about something that's on your mind. Invite each child to share something with God, maybe something they are worried about, maybe just something they'd like to tell God. Then say, [Child's name] wants to talk with you. Give the child a chance to talk aloud with God. Model listening to each child's prayer, and help the other children to listen as well. Every child doesn't have to share, only those who would like to. After everyone who wants to pray has prayed, say, We have talked and now we can listen to see what God has to say to us. Then spend 30 seconds in silence listening. Then: Thank you, God, for talking with us. Please keep talking with us. Amen.

Connect — Invite the children to volunteer to tell the stories of the timeline. Encourage three different children to tell stories that were not told last week. Write the focus verse on an index card and place it over David.

Focus Verse — "Jonathan said to David, 'Go in peace, for we have sworn friendship with each other in the name of the Lord, saying, "The Lord is witness between you and me, and between your descendants and my descendants forever"' (1 Samuel 20:42 NIV).



Listen — Saul is unhappy. He's unhappy with himself. To cheer himself up, Saul has David move into the palace and play his harp. David becomes friends with Jonathan, Saul's son. When Saul begins to lose his mind and tries to kill David, will they still remain friends?

Learn — Have the children get their Beginner's Bible and turn to p.181. Read pp.181-183 aloud. Ask: What other talent did David have? How was the palace different than David's home? Tell about a time when you missed home. Tell about a time you were angry. How do you think David felt about Saul?

Read pp.184-185 aloud. What kind of king was Saul? Would you trust King Saul? How did Jonathan protect David? How did David and Jonathan feel when David had to run away? How would you feel?

Snack — Ask a different child each week to help serve snack. Then enjoy eating together and sharing in conversation, developing relationships with the children. During this time, discuss the available response centers and what to do in them and who wants to go where. If appropriate, share how a center may tie into the Bible story, but remember that the focus at this age is play, so don't make it into a lesson.

Do — Children are now invited to respond to the story through response centers.

Essential Response Centers: These are fundamental regardless of how many children there are. It is important that you play with the children during this time. In this way, you are able to guide them relationally in appropriate activities and behavior. Move from one center to another as you are needed.

1. Reading Center: Have available a large variety of age-appropriate picture books. Have a few small pillows to sit comfortably and "read."
2. Puppet Center: Before class, print out pictures of Bible people and various animals. Cut these out and attach to Popsicle sticks to be used as puppets. Bring in artificial plants as trees.
3. Silly Putty Center: Provide several colors of Silly Putty to create and manipulate.

Optional Response Centers: To be provided if there are more than 12 children in the class, total class time is longer than an hour, and more variety of play is desired.

4. Building Center: Provide blocks, Legos, Lincoln Logs, or whatever you have available for children to build whatever they like.
5. Game Center: Have a few child-appropriate board or card games. Ex.: Memory, Go Fish, Chutes and Ladders. You may need to participate to get things started.
6. Art Center: Have available crayons or markers and blank paper to create anything the child chooses.

Sing/Conclusion — Preschool children will sing the beloved children's songs of old. Play the preschool CD to learn the songs, and then sing the songs acappella, since children love to hear their own voices. Don't be concerned with how you sound. It will be a joyful noise as you and the children sing. Enjoy the songs together. Sing loud, dance, and rejoice in the Lord! This week's song is:

Jesus Loves Me

*Jesus loves me this I know,
for the Bible tells me so.*

*Little ones to Him belong;
they are weak but He is strong.*

Yes, Jesus loves me!

Yes, Jesus loves me!

Yes, Jesus loves me!

The Bible tells me so.

Lesson 23

First and Second Grade

David's Heart Is Loyal

Background Notes for Teachers: See pp.797-798 in the Renovaré Life with God Bible, "David: Shaped in Solitude."

Center Down — Shoes off, quiet book time with soft music

Prayer Time — Prayer requests clockwise, prayer counterclockwise, allowing children to pass

Connect — Invite the children to volunteer to tell the stories of the timeline. Encourage three different children to tell stories that were not told last week. Have the children pass the pointer as they switch story tellers. Write the focus verse on an index card and place it over David.

Focus Verse — "Jonathan said to David, 'Go in peace, for we have sworn friendship with each other in the name of the Lord, saying, "The Lord is witness between you and me, and between your descendants and my descendants forever"' (1 Samuel 20:42).

Listen — Saul is unhappy. He's unhappy with himself. To cheer himself up, Saul has David move into the palace and play his harp. David becomes friends with Jonathan, Saul's son. When Saul begins to lose his mind and tries to kill David, will they still remain friends?

Learn — Have the children get their Beginner's Bible, and turn to p.181. Read pp.181-183 aloud. Ask: What other talent did David have? How was the palace different than David's home? Tell about a time when you missed home. Tell about a time you were angry. How do you think David felt about Saul?

Read pp.184-185 aloud. What kind of king was Saul? Would you trust King Saul? How did Jonathan protect David? How did David and Jonathan feel when David had to run away? How would you feel?

Do — What does our heart look like?

Materials: large rolls of newsprint, crayons, markers, scissors, red construction paper, glue

Tell the children: Because Jonathan was Saul's son, everyone thought he would be the next king. But Jonathan knew that God wanted David to be the next king. He wasn't angry, instead he became David's best friend. He protected David and loved him more than a brother. Jonathan and David were loyal to one

another. When we are loyal to someone, we are always for them, never against them. We want the very best good for them. David's heart was loyal. He was always for Jonathan, and he wanted the very best for him.

1. Have a large heart drawn on a half sheet of red construction paper.
2. Help the children cut out their own paper hearts.
3. Have the children write the word loyal on their heart.
4. Say: Loyalty is when we protect someone. It's when we are always for someone, never against them. It's when we want the very best for them. Loyalty comes from love.
5. Ask: How can you be loyal to your siblings? How can you be for your brother? Imagine that you are at the park and some children are being mean to your sister. What are some good ways to be loyal?
6. Draw a scene of loyalty on the heart.
7. Staple this third heart like a book binding to the first and second.

Extension — Thankful for Friends

Materials: cardstock, markers, pencils, crayons

God gives us friends. Sometimes our friends are our brothers or sisters, or our mom and dad. Sometimes we find our friends at school or church. Think about a special friend God has given you. Tell us about that friend and what makes them so special.

Take the cardstock and fold it in half to make a card. Tell the children: We're going to make a card to give to your special friend. Help the children write on the front of their card, "I am thankful for you."

Invite the children to decorate the front of the card and draw a picture of themselves and their special friend. If time allows, lead the children in thinking about another friend, telling about what makes them so special. Make another card for that person.

Encourage the children to give their cards to their special friends.

Sing/Conclusion — Have the words of "Do Life with Me" written on poster board. Although the children usually can't read at this age, they do like to follow along when we point to the words. And we might have some children who can and are learning to read. This is great reinforcement. Sing loud and rejoice in the Lord!

Lesson 23

Third and Fourth Grade

God Looks at David's Heart

Background Notes for Teachers: See pp.797-798 in the Renovaré Life with God Bible, "David: Shaped in Solitude."

Center Down — Shoes off, quiet book time with soft music

Prayer Time — Prayer requests clockwise, prayer counterclockwise, allowing children to pass

Connect — Invite the children to volunteer to tell the stories of the timeline. Encourage three different children to tell stories that were not told last week. Have the children pass the pointer as they switch story tellers. Write the focus verse on an index card and place it over David.

Focus Verse — "But the Lord said to Samuel, 'Do not consider his appearance or his height, for I have rejected him. The Lord does not look at the things people look at. People look at the outward appearance, but the Lord looks at the heart'" (1 Samuel 16:7).

Listen — Saul chose not to walk with God, and he lost his kingdom because of it. God was going to choose a new king for his people. Not a tall person, or a strong person, not the first born in the family, not the best-looking person ... no, God would look at the heart. He would choose someone who lived his life with God. He would choose someone whose heart loved God. Where can Samuel find someone like that?

Learn — Have the children get their Bibles, and turn to 1 Samuel 16:1-5. Use the previously listed reading strategies. Have the children read the passage aloud. Ask: What happened to Saul? What did God tell Samuel to do? Did Samuel obey? Samuel lived his life with God. Did you notice how he talks with God? Saul wanted to live his life on his own — who does he talk to?

Have the children read 1 Samuel 16:6-11 aloud. If people look at the outside of a person, what does God look at? How does he do that? Can we ever see the inside of a person? Why didn't God choose any of the older sons? Where was David? Do you think David talked to God while he was out taking care of the sheep?

Have the children read 1 Samuel 16:12-13 aloud. When David arrived, what did God tell Samuel? What happened when Samuel poured oil on David's head? God was looking for someone who lived his life with God. Do you think he found him? Why?

Do — What does our heart look like?

Materials: large rolls of newsprint, crayons, markers, scissors, red construction paper, glue, parts of the person map

Tell the children: In our story, God saw David's heart. Today God can see our hearts. Heart is another word the Bible uses for spirit. Our spirit is the part of us that lives forever. It's the part of us that is in control of the other parts. He knows when we are loving, when we are angry, when we are sad. People look at the outside of a person, but God looks at the inside. He looks at our heart. If we say we are sorry, but we really are not, God knows that. If we have smiles on our faces, but we feel sad inside, God knows that too.

1. Have a large heart drawn on a half sheet of red construction paper.
2. Invite the children to cut their own paper heart out.
3. Help the children brainstorm all the things that could be in their hearts: Hope, love, kindness, joy, peace.
4. Ask the children: What do you think was in David's heart? What does kindness look like? What does caring look like? What does love look like?
5. Invite the children to write the words love, care, kindness, and then draw pictures of caring, kindness, and love in their hearts.
6. Keep the hearts in the classroom. They will be used throughout the whole study of David.

Extension — Quiet time with God



Solitude: Quiet, alone, private time with God

Tell the children: How do you think our hearts fill up with kindness, love, and care? How did David have a heart that pleased God? David lived his life with God. God filled David's heart with love, care, kindness, and courage. Anything that's good comes from God. When do you think David spent time with God so God could fill his heart? (Remind the children that David was a shepherd.)

Invite one of the children to go and stand by the Solitude poster. Read the poster aloud. Ask: When do you think David had "quiet, alone, private time with God." Is there a time when you have quiet, alone, private time with God? (Some examples might be: In bed before going to sleep, in the car on a trip, early in the morning when no one is awake.)

This week, have some private, alone time with God. See if you can have a little each day. Tell us about it when we meet next week.

Sing/Conclusion — Have the words of “Do Life with Me” and “Still Small Voice” written on poster board. You can sing these songs to highlight the discipline of solitude. Enjoy the songs together, sing loud, and rejoice in the Lord! With the first introduction of the song, invite the children to create movements. A fun idea: Video the children singing and doing their movements and show it to the church. Invite the children to teach the song and the movements one Sunday to the greater congregation.

Lesson 23

Fifth and Sixth Grade

God Looks at David's Heart

Background Notes for Teachers: See pp.797-798 in the *Renovaré Life with God Bible*, “David: Shaped in Solitude.”

Center Down — Shoes off, quiet book time with soft music

Prayer Time — Prayer requests clockwise, prayer counterclockwise, allowing children to pass

Connect — Invite the children to volunteer to tell the stories you have learned about on the timeline. In this age group, you might have children who would love to tell these stories, but you also might have a group who is not remotely interested. If the latter is the case, before class write the focus verse on an index card and place it over David. Then invite the children to write or draw one of two journal entries (you might list these on the board or on a piece of poster board to refer to each week): 1. Write or draw about a time this week when you thought about one of the Bible characters you have learned about on the timeline; 2. Write or draw about one time you lived with God this week, and one time when you did not live with God.

Focus Verse — “But the Lord said to Samuel, ‘Do not consider his appearance or his height, for I have rejected him. The Lord does not look at the things people look at. People look at the outward appearance, but the Lord looks at the heart’” (1 Samuel 16:7).

Listen — Saul disobeyed God. Saul chose not to live his life with God, and so he lost his kingdom. God was going to choose a new king for his people. Not a tall person, or a strong person, not the first born in the family, not the best-looking person ... no, God would look at the heart. God would choose someone who lived his life with God. He would choose someone whose heart loved God. Where will Samuel find someone who lives his life with God to lead the people?

Learn — Have the children get their Bibles, and turn to 1 Samuel 16:1-5. Use the previously listed reading strategies. Have the children read this passage aloud. Ask: What happened to Saul? What did God tell Samuel to do? Did Samuel obey? Samuel lived his life with God. He listened and talked to God. Saul did not live his life with God. Who did he talk to?

Have the children read 1 Samuel 16:6-11 aloud. If people look at the outside of a person, what does God look at? How does he do that? Can we ever see the inside of a person? Why didn't God choose any of the

older sons? Where was David? How did David live his life with God? Do you think David talked to God while he was out taking care of the sheep?

Have the children read 1 Samuel 16:12-13 aloud. When David arrived, what did God tell Samuel? What happened when Samuel poured oil on David's head? How would you feel if you were David?

Do — Cleaning House



Confession: Admitting to God and others when we are wrong

Materials: journal, Bible, pencils, newsprint or chalk board

Say: Our hearts are our real homes. Our hearts are where we are real, where all the truth of us lives. And sometimes like Saul, our hearts get dirty. Saul could have asked for forgiveness. David did many times. A clean heart is not one that hasn't made mistakes, but it's a heart that goes to God and lets him clean house. David wrote these words, "Create in me a pure heart, God. Make my spirit right again" (Psalm 51:10).

For 500 years, the Jesuit Christians have prayed a prayer of Examine. The Examine Prayer is five steps that help us let God clean our house. Go through these steps together. Vary the quiet pause times in accordance with your students' abilities to settle down.

Write:

1. Remember that you are in the presence of God. Have the children write this down in their journals. Say: No matter where you are, God is with you. Remember that. Quiet yourself and become aware that God is with you right now and wants to speak with you. (3-4 minute quiet pause)
2. Spend a moment thanking God for the gifts he has given you today. Have the children write this down. Say: Be specific, give thanks to God for the gifts he has given to you. Think about the times when things were difficult and he helped you, about the times you were afraid and he was with you. (3-4 minute quiet pause)
3. Ask God to send you his Holy Spirit to help you look at your actions and attitudes with honesty and patience. Have the children write this down. Say: The Holy Spirit will tell us the truth about ourselves if we will listen. When we find that there were some actions or attitudes that were against God, we simply ask and accept the forgiveness he offers. (3-4 minute quiet pause)
4. Review your day. Have children write this down. Say: Throughout your day, you have had many encounters with people. Think about those and discuss them with God. How have

you treated the gifts God has given you? Did you hear God today, and if you did, did you obey? (3-4 minute quiet pause)

5. Heart to heart talk with Jesus. Have the children write this down. Say: Now you speak with Jesus about your day. Talk about your thoughts, actions, attitudes, and feelings. We are thankful for successful parts and ask for his help for the failures. (3-4 minute quiet pause)

End: The Lord's Prayer. (It's a great encouragement to have the Lord's Prayer permanently posted in the classroom.)

Invite the children to try this at home at least three times this week. Ask them to come back and share their experience.

Extension — Quiet time with God



Solitude: Quiet, alone, private time with God

Ask: How do you think our hearts fill up with kindness, love, care, and courage? How did David have a heart that pleased God? (Give the children plenty of time to think.) God fills our heart with love, care, kindness, and courage when we live our life with him. Anything that's good comes from God. When do you think David spent time with God so God could fill his heart? (Remind the children that David was a shepherd.)

Invite one of the children to read the solitude poster. Read the poster aloud. Ask the children when they think David had "quiet, alone, private time with God." Is there a time when you have quiet, alone, private time with God? (Some examples might be: In bed before going to sleep, in the car on a trip, early in the morning when no one is awake.)

This week have some private, alone time with God. See if you can have a little each day. Tell us about it when we meet next week.

Sing/Conclusion — Have the words of "Do Life with Me" and "Still Small Voice" written on poster board. You can sing these songs to highlight the discipline of solitude. Enjoy the songs together, sing loud, and rejoice in the Lord! With the first introduction of the song, invite the children to create movements. A fun idea: Video the children singing and doing their movements and show it to the church. Invite the children to teach the song and the movements one Sunday to the greater congregation.

Lesson 24

Preschool and Kindergarten

David Follows God

Background Notes for Teachers: See pp.797-798 in the *Renovaré Life with God Bible*, “David: Shaped in Solitude,” and pp.769-772, “The People of God in Prayer and Worship.”

Center Down — Shoes off, quiet book time with soft music (children may choose a book from the Reading Center)

Prayer Time — Ask children to return books to Reading Center. Gather the children in a group around you and say: When we pray, we talk with God. We can tell God what we’re thinking about, we can ask God for what we need, and we can even listen for an answer. Let’s pray together right now.

Start the prayer by saying, Hello God. We’re so glad that you are here with us. As you already know, we are here together and we would like to talk with you. Model the prayer first. With honesty, talk with God about something that’s on your mind. Invite each child to share something with God, maybe something they are worried about, maybe just something they’d like to tell God. Then say, [Child’s name] wants to talk with you. Give the child a chance to talk aloud with God. Model listening to each child’s prayer, and help the other children to listen as well. Every child doesn’t have to share, only those who would like to. After everyone who wants to pray has prayed, say, We have talked and now we can listen to see what God has to say to us. Then spend 30 seconds in silence listening. Then: Thank you, God, for talking with us. Please keep talking with us. Amen.

Connect — Invite the children to volunteer to tell the stories of the timeline. Encourage three different children to tell stories that were not told last week. Write the focus verse on an index card and place it over David.

Focus Verse — “The Lord is my shepherd, I lack nothing. He makes me lie down in green pastures, he leads me beside quiet waters, he refreshes my soul” (Psalm 23:1-3a NIV).



Listen — David was a shepherd boy long before he killed Goliath and before he became king. It was when he was a shepherd that he came to live a life with God and to trust in God. David liked to write songs. This is a song he wrote about God.

Learn — Have the children get their Beginner's Bible and turn to p.190. Read pp.190-191 aloud. Ask: In this song, David is thinking of himself as the sheep and God as the shepherd. What are some of the things God does for David? Does David need to be afraid of anything, even Goliath or Saul? How does God comfort David to make him feel better?

Read pp.192-193 aloud. What does God do for David? Where does David want to live forever? What will follow David all the days of his life?

Snack — Ask a different child each week to help serve snack. Then enjoy eating together and sharing in conversation, developing relationships with the children. During this time, discuss the available response centers and what to do in them and who wants to go where. If appropriate, share how a center may tie into the Bible story, but remember that the focus at this age is play, so don't make it into a lesson.

Do — Children are now invited to respond to the story through response centers.

Essential Response Centers: These are fundamental regardless of how many children there are. It is important that you play with the children during this time. In this way, you are able to guide them relationally in appropriate activities and behavior. Move from one center to another as you are needed.

1. Reading Center: Have available a large variety of age-appropriate picture books. Have a few small pillows to sit comfortably and "read."
2. Puppet Center: Before class, print out pictures of Bible people and various animals. Cut these out and attach to Popsicle sticks to be used as puppets. Bring in artificial plants as trees.
3. Collage Center: Have available pre-cut magazine pictures of God's creation: plants, animals, people, flowers, anything natural, as well as sheets of construction paper and glue sticks. Allow the children to make a collage.

Optional Response Centers: To be provided if there are more than 12 children in the class, total class time is longer than an hour, and more variety of play is desired.

4. Building Center: Provide blocks, Legos, Lincoln Logs, or whatever you have available for children to build whatever they like.
5. Game Center: Have a few child-appropriate board or card games. Ex.: Memory, Go Fish, Chutes and Ladders. You may need to participate to get things started.
6. Art Center: Have available crayons or markers and blank paper to create anything the child chooses.

Sing/Conclusion — Preschool children will sing the beloved children's songs of old. Play the preschool CD to learn the songs, and then sing the songs acappella, since children love to hear their own voices. Don't be concerned with how you sound. It will be a joyful noise as you and the children sing. Enjoy the songs together. Sing loud, dance, and rejoice in the Lord! This week's song is:

Jesus Loves Me

Jesus loves me this I know,

for the Bible tells me so.

Little ones to Him belong;

they are weak but He is strong.

Yes, Jesus loves me!

Yes, Jesus loves me!

Yes, Jesus loves me!

The Bible tells me so.

Lesson 24

First and Second Grade

Psalm 23: David Follows God

Background Notes for Teachers: See pp.797-798 in the Renovaré Life with God Bible, “David: Shaped in Solitude,” and pp.769-772, “The People of God in Prayer and Worship.”

Center Down — Shoes off, quiet book time with soft music

Prayer Time — Prayer requests clockwise, prayer counterclockwise, allowing children to pass

Connect — Invite the children to volunteer to tell the stories of the timeline. Encourage three different children to tell stories that were not told last week. Have the children pass the pointer as they switch story tellers. Write the focus verse on an index card and place it over David.

Focus Verse — “The Lord is my shepherd, I lack nothing. He makes me lie down in green pastures, he leads me beside quiet waters, he refreshes my soul” (Psalm 23:1-3a).

Listen — David was a shepherd boy long before he killed Goliath and before he became king. It was when he was a shepherd that he came to live a life with God and to trust in God. David liked to write songs. This is a song he wrote about God.

Learn — Have the children get their Beginner’s Bible, and turn to p.190. Read pp.190-191 aloud. Ask: In this song, David is thinking of himself as the sheep and God as the shepherd. What are some of the things God does for David? Does David need to be afraid of anything, even Goliath or Saul? How does God comfort David to make him feel better?

Read pp.192-193 aloud. What does God do for David? Where does David want to live forever? What will follow David all the days of his life?

Do/Extension — What does our heart look like? (This last activity will take both the Do and Extension time)

Materials: large rolls of newsprint, crayons, markers, scissors, red construction paper, glue

Tell the children: We call this song, Psalm 23, “The Lord Is My Shepherd.” It is a good guide for our hearts.

It shows us how to live a life with God.

1. Have a large heart drawn on a half sheet of red construction paper.
2. Help the children cut out their own paper hearts.
3. Invite the children to glue Psalm 23 on the front of their hearts. Read it aloud and let the children follow along.
4. Ask: How do the sheep live a life with their shepherd? How is God your shepherd? How are you like a sheep?
5. Staple this heart at the top of the heart book.
6. Lay each child down on a piece of newsprint and outline their body. Have them use the markers to color in the details. Eyes, nose, mouth, ears, clothing, etc.
7. Then glue the heart book, where the heart should be, on the newsprint.
8. Encourage the children to take their newsprint selves home and tell about it.

Psalm 23

The Lord is my shepherd, I lack nothing. He makes me lie down in green pastures, he leads me beside quiet waters, he refreshes my soul. He guides me along the right paths for his name's sake. Even though I walk through the darkest valley, I will fear no evil, for you are with me; your rod and your staff they comfort me. You prepare a table before me in the presence of my enemies. You anoint my head with oil; my cup overflows. Surely your goodness and love will follow me all the days of my life, and I will dwell in the house of the Lord forever.

Sing/Conclusion — Have the words of “Do Life with Me” written on poster board. Although the children usually can't read at this age, they do like to follow along when we point to the words. And we might have some children who can and are learning to read. This is great reinforcement. Sing loud and rejoice in the Lord!

Lesson 24

Third and Fourth Grade

David's Heart Trusts in God

Background Notes for Teachers: See pp.797-798 in the Renovaré Life with God Bible, "David: Shaped in Solitude."

Center Down — Shoes off, quiet book time with soft music

Prayer Time — Prayer requests clockwise, prayer counterclockwise, allowing children to pass

Connect — Invite the children to volunteer to tell the stories of the timeline. Encourage three different children to tell stories that were not told last week. Have the children pass the pointer as they switch story tellers. Write the focus verse on an index card and place it over David.

Focus Verse — "The Lord who rescued me from the paw of the lion and the paw of the bear will rescue me from the hand of this Philistine" (1 Samuel 17:37).

Listen — David was anointed the new king of Israel, but Saul was not done making a mess of things. David lived his life with God and so he would do great things. And when he did, Saul got angry.

Learn — Have the children get their Bibles, and turn to 1 Samuel 17. Use the previously listed reading strategies. Have the children read 1 Samuel 17:20-25 aloud. Say: Describe Goliath. How would you feel about Goliath? Describe David.

Have the children read 1 Samuel 17:32-37 aloud. How did David feel about Goliath? David lived his life with God. Who would help David as he fought Goliath? Where did David learn to have this kind of trust in God?

Have the children read 1 Samuel 17:45-50 aloud. Imagine this is happening today. Do you think a warrior could be killed with a stone? How did God help David?

Do — What does our heart look like?

Materials: large rolls of newsprint, crayons, markers, scissors, red construction paper, glue

Tell the children: David was a shepherd boy. He spent many long hours outside with no other people,

taking care of sheep. He had so much time to think about God, and talk to God, and to learn to trust God. David lived his life with God. When it came time to fight a strong, mighty, warrior named Goliath, he knew God would take care of him and give him the courage to fight. David trusted in God!

1. Have a large heart drawn on a half sheet of red construction paper.
2. Have the children cut their own paper hearts out.
3. Help the children brainstorm all the ways that children need courage in their hearts. The courage to do the right thing even when it's hard. The courage to love people that are mean to them. How would living your life with God help you to have courage in these situations?
4. Invite the children to write the word courage and then to draw pictures of courage in their hearts.
5. Staple this second heart on the first one, like a book binding.

Extension — God Is With Me

Materials: two 3x5 index cards for each child, pencils, markers, one scripture page for each child, scissors, glue

Read the first scripture on the scripture page aloud to the children. Ask: Who will never leave us? What does abandon mean? How can it help us to have courage if we know God is with us? When would be a good time to remember that God is with us? God is always with us. He wants to live a life with us.

Give each child one index card. Have them cut out the first scripture and glue it on the front. Then have the children draw a picture of a time when they need to remember that God is with them.

Read the second scripture. Who is our helper? Tell about a time when someone has been mean to you. How can God be our helper when others are mean? How can it help us to have courage if we know God is our helper? When would be a good time to remember that God is our helper? God is always with us. He wants to live a life with us.

Give each child a second index card. Have them cut out the second scripture and glue it on the front. Then have the children draw a picture of a time when they need to remember that God is their helper.

Say: Take these cards home and put them in a spot to remind you that God is with you and that he is your helper. Brainstorm with the children some places that might be good (bathroom mirror, bedroom door, refrigerator).

Scripture Page:

1. He will not leave you or forget you. Deuteronomy 31:6 ICB
2. I will not be afraid because the Lord is with me. Psalm 118:6 ICB

Sing/Conclusion — Have the words of “Do Life with Me” written on poster board. Enjoy the songs together, sing loud, and rejoice in the Lord! With the first introduction of the song, invite the children to create movements. A fun idea: Video the children singing and doing their movements and show it to the church. Invite the children to teach the song and the movements one Sunday to the greater congregation.

Lesson 24

Fifth and Sixth Grade

David's Heart Trusts in God

Background Notes for Teachers: See pp.797-798 in the *Renovaré Life with God Bible*, “David: Shaped in Solitude.”

Center Down — Shoes off, quiet book time with soft music

Prayer Time — Prayer requests clockwise, prayer counterclockwise, allowing children to pass

Connect — Invite the children to volunteer to tell the stories you have learned about on the timeline. In this age group, you might have children who would love to tell these stories, but you also might have a group who is not remotely interested. If the latter is the case, before class write the focus verse on an index card and place it over David. Then invite the children to write or draw one of two journal entries (you might list these on the board or on a piece of poster board to refer to each week): 1. Write or draw about a time this week when you thought about one of the Bible characters you have learned about on the timeline; 2. Write or draw about one time you lived with God this week, and one time when you did not live with God.

Focus Verse — “The Lord who rescued me from the paw of the lion and the paw of the bear will rescue me from the hand of this Philistine” (1 Samuel 17:37).

Listen — David was anointed the new king of Israel, but Saul was not done making a mess of things. David lived his life with God. He would do great things. And when he did, Saul got angry.

Learn — Have the children get their Bibles and turn to 1 Samuel 17. Use the previously listed reading strategies. Have the children read 1 Samuel 17:20-25 aloud. Say: Describe Goliath. How would you feel about Goliath? Describe David.

Have the children read 1 Samuel 17:32-37 aloud. How did David feel about Goliath? David lived his life with God. Who would help David as he fought Goliath? Where did David learn to have this kind of trust in God?

Have the children read 1 Samuel 17:45-50 aloud. Imagine this is happening today. Do you think a warrior could be killed with a stone? How did God help David?

Do — Imagine

Materials: newsprint, markers, journal

Tell the children: It's hard to believe the story of David and Goliath. But it did happen. An angel told Mary, Jesus' mother, that nothing is impossible with God. Nothing. It might feel hard to believe that. We can do all things through Christ, who strengthens us. Let's imagine, let our minds run ... what would we do to work with God if nothing was impossible? Since we are living our lives with Jesus, he is with us.

What are some of the problems or "Goliaths" in our world? What are some "nothing is impossible with God" solutions?

What are some of the problems or "Goliaths" in your school? What are some "nothing is impossible with God" solutions?

What are some of the problems or "Goliaths" in your family? What are some "nothing is impossible with God" solutions?

Help the children create a list on the newsprint. They talk, you write. Encourage them to come up with many solutions, wild and impossible.

Say: David lived his life with God, and God made many impossibilities possible. Could he want to do the same with your life?

Invite the children to choose their top five impossibilities. Write those in their journals. During their quiet time with God this week, think about those possibilities.

Extension — God Is With Me

Materials: Two 3x5 index cards for each child, pencils, markers

Have the children look up Deuteronomy 31:6 and read it aloud. Ask: Who will never leave us? What does abandon mean? How can it help us to have courage when we live our life with God? When is a good time to remember that God is with us?

Give each child one index card. Have them write the scripture on the index card and discuss some different ways to memorize it. (Write it on your hand and say it to yourself every few hours. Put the card in your pocket, or in the front of your school notebook, or on your mirror, and say it to yourself every few hours.)

Have the children look up Psalm 118:6-7 and read it aloud. Who is our helper? What are some mean things people can do to us? How can God be our helper when others are mean? How can it help us to have courage if we know God is our helper? How can it help us to know that people can't do anything to us? Is this true? (Let children discuss the difficulty of this verse. Yes people can hurt us. But they can never take the love of God away from us. That is the only thing that would hurt us forever. And when others hurt us, God is with us and will help us.)

Give each child a second index card. Have them write the scripture on the index card and discuss some different ways to memorize it.

Say: Take these cards home and put them in a spot to remind you that God is with you and that he is your helper. Brainstorm with the children some places that might be good (bathroom mirror, bedroom door, refrigerator).

Sing/Conclusion — Have the words of “Do Life with Me” written on poster board. Enjoy the songs together, sing loud, and rejoice in the Lord! With the first introduction of the song, invite the children to create movements. A fun idea: Video the children singing and doing their movements and show it to the church. Invite the children to teach the song and the movements one Sunday to the greater congregation.

Lesson 25

Preschool and Kindergarten

Solomon Asks for Wisdom

Background Notes for Teachers: See pp.797-798 in the Renovaré Life with God Bible, “Solomon: Wisdom that Waned,” and pp.901-904, “The People of God in Daily Life.”

Center Down — Shoes off, quiet book time with soft music (children may choose a book from the Reading Center)

Prayer Time — Ask children to return books to Reading Center. Gather the children in a group around you and say: When we pray, we talk with God. We can tell God what we’re thinking about, we can ask God for what we need, and we can even listen for an answer. Let’s pray together right now.

Start the prayer by saying, Hello God. We’re so glad that you are here with us. As you already know, we are here together and we would like to talk with you. Model the prayer first. With honesty, talk with God about something that’s on your mind. Invite each child to share something with God, maybe something they are worried about, maybe just something they’d like to tell God. Then say, [Child’s name] wants to talk with you. Give the child a chance to talk aloud with God. Model listening to each child’s prayer, and help the other children to listen as well. Every child doesn’t have to share, only those who would like to. After everyone who wants to pray has prayed, say, We have talked and now we can listen to see what God has to say to us. Then spend 30 seconds in silence listening. Then: Thank you, God, for talking with us. Please keep talking with us. Amen.

Connect — Invite the children to volunteer to tell the stories of the timeline. Encourage three different children to tell stories that were not told last week. Write the focus verse on an index card and place it over Solomon.

Focus Verse — “I will do what you have asked. I will give you a wise and discerning heart” (1 Kings 3:12a NIV).

Listen — David had a son and named him Solomon. After David died, Solomon became king. God told Solomon that he could have anything he wanted. What



would you ask for? Solomon could ask for something that would benefit himself, or he could ask for something for his people. Would he make the choice for himself or for others?

Learn — Have the children get their Beginner's Bible, and turn to p.194. Read pp.194-195 aloud. Ask: When did God speak to Solomon? What did God say to Solomon? What did Solomon want? What did God give him? How was Solomon living his life with God?

Read pp.196-197 aloud. What are the things that Solomon knew? What did people think about Solomon?

Read pp.198-200 aloud. Did Solomon take the credit for being so wise? What did Solomon build? What kind of party do you think the people of Israel had? What do you think they did during this party? How did Solomon live his life with God?

Snack — Ask a different child each week to help serve snack. Then enjoy eating together and sharing in conversation, developing relationships with the children. During this time, discuss the available response centers and what to do in them and who wants to go where. If appropriate, share how a center may tie into the Bible story, but remember that the focus at this age is play, so don't make it into a lesson.

Do — Children are now invited to respond to the story through response centers.

Essential Response Centers: These are fundamental regardless of how many children there are. It is important that you play with the children during this time. In this way, you are able to guide them relationally in appropriate activities and behavior. Move from one center to another as you are needed.

1. Reading Center: Have available a large variety of age-appropriate picture books. Have a few small pillows to sit comfortably and "read."
2. Puppet Center: Before class, print out pictures of Bible people and various animals. Cut these out and attach to Popsicle sticks to be used as puppets. Bring in artificial plants as trees.
3. Building Center: Provide blocks, Legos, Lincoln Logs, or whatever you have available for children to build whatever they like.

Optional Response Centers: To be provided if there are more than 12 children in the class, total class time is longer than an hour, and more variety of play is desired.

4. Animal Center: Have available an assortment of stuffed animals. Children love to pretend they are animals.
5. Game Center: Have a few child-appropriate board or card games. Ex.: Memory, Go Fish, Chutes and Ladders. You may need to participate to get things started.
6. Art Center: Have available crayons or markers and blank paper to create anything the child chooses.

Sing/Conclusion — Preschool children will sing the beloved children's songs of old. Play the preschool CD to learn the songs, and then sing the songs acappella, since children love to hear their own voices. Don't be concerned with how you sound. It will be a joyful noise as you and the children sing. Enjoy the songs together. Sing loud, dance, and rejoice in the Lord! This week's song is:

The B-I-B-L-E

The B-I-B-L-E

Yes, that's the book for me

I stand alone on the Word of God

The B-I-B-L-E

Lesson 25

First and Second Grade

Solomon Asks for Wisdom

Background Notes for Teachers: See pp.797-798 in the Renovaré Life with God Bible, “Solomon: Wisdom that Waned,” and pp.901-904, “The People of God in Daily Life.”

Center Down — Shoes off, quiet book time with soft music

Prayer Time — Prayer requests clockwise, prayer counterclockwise, allowing children to pass

Connect — Invite the children to volunteer to tell the stories of the timeline. Encourage three different children to tell stories that were not told last week. Have the children pass the pointer as they switch story tellers. Write the focus verse on an index card and place it over Solomon.

Focus Verse — “I will do what you have asked. I will give you a wise and discerning heart” (1 Kings 3:12a).

Listen — David had a son and named him Solomon. After David died, Solomon became king. God told Solomon that he could have anything he wanted. What would you ask for? Solomon could ask for something that would benefit himself, or he could ask for something for his people. Would he make the choice for himself or for others?

Learn — Have the children get their Beginner’s Bible, and turn to p.194. Read pp.194-195 aloud. Ask: When did God speak to Solomon? What did God say to Solomon? What did Solomon want? What did God give him? How was Solomon living his life with God?

Read pp.196-197 aloud. What are the things that Solomon knew? What did people think about Solomon?

Read pp.198-200 aloud. Did Solomon take the credit for being so wise? What did Solomon build? What kind of party do you think the people of Israel had? What do you think they did during this party? How did Solomon live his life with God?

Do — Courage of a Wise Heart

Tell the children: Solomon asked God to give him a wise heart. A heart that is wise knows the difference between right and wrong. A wise heart is able to do the right thing when it needs to.

Imagine with me: Two children are playing soccer inside the house. One kicks the ball and accidentally knocks over a lamp and breaks it. Both children wonder if they should tell their mom or if they should make the lamp look normal and pretend nothing happened. The wise heart tells her mom the truth. It takes courage to have a wise heart.

Solomon had a wise heart and he also had the courage to do the wise things when needed.

Tell about a time when you had to choose to do the right thing. (Give each child who wants to share the chance to tell their story of choosing right or wrong. Share your own story as well.) Tell about a time when you had to have courage to do the right thing. Remember that courage is doing the right thing even though we're afraid. (Again, give each child who wants to share the chance to tell their story.)

Extension — What Does a Wise Heart Do?

Materials: cardstock, construction paper, stapler, markers, scissors, scripture strip with Proverbs 3:5-6 for each child

Say: We know that courage is in a wise heart. We know that a wise heart helps us choose to do the right thing. But what else does a wise heart do?

Read Proverbs 3:5-6 aloud. "Trust in the Lord with all your heart and lean not on your own understanding; in all your ways submit to him and he will make your paths straight."

(Stop after each sentence and ask: What does that mean?)

1. Help the children cut out a large heart from the cardstock.
2. Help the children cut out a second large heart, about the same size, from the construction paper.
3. Help the children cut a door in the construction paper heart.
4. Staple or glue the edges of the two hearts together.
5. Give each child a scripture strip. Read it aloud to the children while they follow along.
6. Tell the children: Sometimes we may not know the difference between right and wrong, but God does. When we live our lives with him, he will help us.
7. Fold the scripture strip and put it in the door of the heart.

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

Sing/Conclusion — Have the words of “Do Life with Me” written on poster board. Although the children are pre-readers at this age, they do like to follow along when we point to the words. And we might have some children who can and are learning to read. This is great reinforcement. Sing loud and rejoice in the Lord!

Lesson 25

Third and Fourth Grade

David's Heart Is Loyal

Background Notes for Teachers: See pp.797-798 in the *Renovaré Life with God Bible*, "David: Shaped in Solitude."

Center Down — Shoes off, quiet book time with soft music

Prayer Time — Prayer requests clockwise, prayer counterclockwise, allowing children to pass

Connect — Invite the children to volunteer to tell the stories of the timeline. Encourage three different children to tell stories that were not told last week. Have the children pass the pointer as they switch story tellers. Write the focus verse on an index card and place it over David.

Focus Verse — "Jonathan said to David, 'Go in peace, for we have sworn friendship with each other in the name of the Lord, saying, "The Lord is witness between you and me, and between your descendants and my descendants forever"' (1 Samuel 20:42).

Listen — Saul was unhappy. He was unhappy with himself. To cheer himself up, Saul had David move into the palace and play his harp. David became friends with Jonathan, Saul's son. David lived his life with God. Saul did not. When Saul began to lose his mind and tried to kill David, would he and Jonathan remain friends?

Learn — Before beginning, ask the children for volunteer actors. You will need a David, a Jonathan, and a narrator. Encourage the children to read with expression and emotion. Give other children a chance to be David, Jonathan, and the narrator when the scene changes.

Have the children get their Bibles and turn to 1 Samuel 20:1-11. Begin reading. Ask: Why was David so upset? Did Jonathan believe that Saul would kill David? What kind of relationship did David and Jonathan have? What did they decide to do about Saul?

Assign new parts, then have the children read 1 Samuel 20:12-27 aloud. What kind of King was Saul? Could Saul be trusted? How did Jonathan protect David? How would Jonathan and David know if Saul wanted to kill David?

Assign new parts, then have the children read 1 Samuel 20:28-42 aloud. How did Saul respond to David's absence? How did it make Jonathan feel? What did David have to do? What happened to their friendship?

Do — What does our heart look like?

Materials: large rolls of newsprint, crayons, markers, scissors, red construction paper, glue

Tell the children: Because Jonathan was Saul's son, everyone thought he would be the next king. But Jonathan knew that God wanted David to be the next king. He wasn't angry, instead he became David's best friend. He protected David and loved him more than a brother. Jonathan and David were loyal to one another. When we are loyal to someone, we are always for them, never against them. We want the very best for them. David's heart was loyal. He was always for Jonathan, and he wanted the very best for him.

1. Have a large heart drawn on a half sheet of red construction paper.
2. Have the children cut out their own paper hearts.
3. Have the children write the word loyal on their heart.
4. Say: Loyalty is when we protect someone. It's when we are always for someone, never against them. It's when we want the very best for them. Loyalty comes from love.
5. Ask: How can you be loyal to your siblings? How can you be for your brother? Imagine that you are at the park and some children are being mean to your sister, what are some good ways to be loyal?
6. Draw a scene of loyalty on the heart.
7. Staple this third heart like a book binding to the first and second.

Extension — Thankful for Friends

Materials: cardstock, markers, pencils, crayons

God gives us friends. Sometimes our friends are our brothers or sisters, or our mom and dad. Sometimes we find our friends at school or church. Think about a special friend God has given you. Tell us about that friend and what makes them so special.

Take the cardstock and fold it in half to make a card. Say: We're going to make a card to give to your special friend. Help the children write on the front of their card, "I am thankful for you."

Invite the children to decorate the front of the card and draw a picture of themselves and their special friend. If time allows, lead the children in thinking about another friend. Telling about what makes them so special. Make another card for that person.

Encourage the children to give their cards to their special friends.

Sing/Conclusion — Have the words of “Do Life with Me” written on poster board. Enjoy the song together, sing loud, and rejoice in the Lord!

Lesson 25

Fifth and Sixth Grade

David's Heart Is Loyal

Background Notes for Teachers: See pp.797-798 in the Renovaré Life with God Bible, "David: Shaped in Solitude."

Center Down — Shoes off, quiet book time with soft music

Prayer Time — Prayer requests clockwise, prayer counterclockwise, allowing children to pass

Connect — Invite the children to volunteer to tell the stories you have learned about on the timeline. In this age group, you might have children who would love to tell these stories, but you also might have a group who is not remotely interested. If the latter is the case, before class write the focus verse on an index card and place it over David. Then invite the children to write or draw one of two journal entries (you might list these on the board or on a piece of poster board to refer to each week): 1. Write or draw about a time this week when you thought about one of the Bible characters you have learned about on the timeline; 2. Write or draw about one time you lived with God this week, and one time when you did not live with God.

Focus Verse — "Jonathan said to David, 'Go in peace, for we have sworn friendship with each other in the name of the Lord, saying, "The Lord is witness between you and me, and between your descendants and my descendants forever"' (1 Samuel 20:42).

Listen — Saul was unhappy. He was unhappy with himself. Saul was not living his life with God. To cheer himself up, Saul had David move into the palace and play his harp. David became friends with Jonathan, Saul's son. David lived his life with God. When Saul began to lose his mind and tried to kill David, would David and Jonathan still remain friends?

Learn — Before beginning, ask the children for volunteer actors. You will need a David, a Jonathan, and a narrator. Encourage them to read with expression and emotion. Give other children a chance to be David, Jonathan, and the narrator when the section changes.

Have the children get their Bibles, and turn to 1 Samuel 20:1-11. Begin reading. Ask: Why was David so upset? Did Jonathan believe that Saul would kill David? What kind of relationship did David and Jonathan have? What do they decide to do about Saul?

Assign new parts, then have the children read 1 Samuel 20:12-27 aloud. What kind of king was Saul? Could Saul be trusted? How did Jonathan protect David? How would Jonathan and David know if Saul wanted to kill David?

Assign new parts, then have the children read 1 Samuel 20:28-42 aloud. How did Saul respond to David's absence? How did it make Jonathan feel? What did David have to do? What happened to their friendship?

Do — Meditating on Friendship



Meditation: Focus our minds on God and his words to us

Materials: journal, Bible, pencil, chalk board or newsprint

Tell the children: The book of Proverbs in the Bible is full of advice about friends. Solomon wrote the book of Proverbs. Solomon was David's son. David must have told Solomon about his dear friend Jonathan. He might have taught his son about the importance of friendship.

Invite a child to read the Meditation poster. Today we're going to meditate on the wise words of Solomon concerning friendship.

"Friends always show their love. What are brothers for if not to share troubles?" —Proverbs 17:17

"Some friendships do not last, but some friends are more loyal than brothers." —Proverbs 18:24

"An honest answer is the sign of true friendship." —Proverbs 24:26

"A friend means well, even when he hurts you. But when an enemy puts his hand round your shoulder — watch out!" —Proverbs 27:6

Write the first proverb on the board. Invite the children to write it as well.

Invite the children to meditate with you on the scripture. We're going to be quiet for a few minutes and listen for the Holy Spirit to speak to us. "Holy Spirit, you are a great friend to Jesus and God. All three of you are so close that you are one. Teach us to be good friends. Speak to us. We are listening." (2-3 minutes) Invite the children to write down what the Holy Spirit is teaching them. Encourage the children to share what they learned.

Continue in the same manner for the remaining three proverbs.

Extension — Thankful for Friends

Materials: cardstock, markers, pencils, crayons

God gives us friends. Sometimes our friends are our brothers or sisters, or our mom and dad. Sometimes we find our friends at school or church. Think about a special friend God has given you. Tell us about that friend and what makes them so special.

Take the cardstock and fold it in half to make a card. We're going to make a card to give to your special friend.

Help the children locate the concordance in the back of their Bibles. Find the word friend. Read through some of the scriptures on friendship to find the one that fits their own special friendship. Write the verse on the card, along with their own words expressing their love.

Encourage the children to give their cards to their special friends.

Sing/Conclusion — Have the words of “Do Life with Me” and “Meditate on God” written on poster board. You can sing these songs to highlight the discipline of meditation. Enjoy the songs together, sing loud, and rejoice in the Lord! With the first introduction of the song, invite the children to create movements. A fun idea: Video the children singing and doing their movements and show it to the church. Invite the children to teach the song and the movements one Sunday to the greater congregation.

Lesson 26

Preschool and Kindergarten

God Takes Care of Elijah

Background Notes for Teachers: See pp.517-518 in the Renovaré Life with God Bible, “Elijah: Open to God’s Care, and pp.975-979, “The People of God in Rebellion.”

Center Down — Shoes off, quiet book time with soft music (children may choose a book from the Reading Center)

Prayer Time — Ask children to return books to Reading Center. Gather the children in a group around you and say: When we pray, we talk with God. We can tell God what we’re thinking about, we can ask God for what we need, and we can even listen for an answer. Let’s pray together right now.

Start the prayer by saying, Hello God. We’re so glad that you are here with us. As you already know, we are here together and we would like to talk with you. Model the prayer first. With honesty, talk with God about something that’s on your mind. Invite each child to share something with God, maybe something they are worried about, maybe just something they’d like to tell God. Then say, [Child’s name] wants to talk with you. Give the child a chance to talk aloud with God. Model listening to each child’s prayer, and help the other children to listen as well. Every child doesn’t have to share, only those who would like to. After everyone who wants to pray has prayed, say, We have talked and now we can listen to see what God has to say to us. Then spend 30 seconds in silence listening. Then: Thank you, God, for talking with us. Please keep talking with us. Amen.

Connect — Invite the children to volunteer to tell the stories of the timeline. Encourage three different children to tell stories that were not told last week. Write the focus verse on an index card and place it over Elijah.

Focus Verse — “Then the word of the Lord came to Elijah: ‘Leave here, turn eastward and hide in the Kerith Ravine, east of the Jordan. You will drink from the brook, and I have directed the ravens to supply you with food there’” (1 Kings 17:2-4 NIV).



Listen — God’s people have had many kings and leaders. Some were good and showed the people how to live a life with God, some were not. God’s people have forgotten how to live a life with him. They do not trust in the one, true God anymore. God still loves them so much that he sends a leader, someone to show them how to live a life with God. The trouble is, their king is wicked, he doesn’t live his life with God. Who will the people listen to, their wicked king or God’s leader?

Learn — Have the children get their Beginner’s Bible and turn to p.201. Read pp.201-203 aloud. Ask: Who was Ahab? Did he live his life with God? Who is Elijah? What is a prophet? Did Elijah live his life with God? What did Elijah tell Ahab?

Read pp.204-205 aloud. What did Elijah tell the king? How do you think it felt to tell him bad news? Is it sometimes hard to tell the truth? What did God tell Elijah to do? Where did he go? How did God take care of him? How did Elijah live his life with God?

Snack — Ask a different child each week to help serve snack. Then enjoy eating together and sharing in conversation, developing relationships with the children. During this time, discuss the available response centers and what to do in them and who wants to go where. If appropriate, share how a center may tie into the Bible story, but remember that the focus at this age is play, so don’t make it into a lesson.

Do — Children are now invited to respond to the story through response centers.

Essential Response Centers: These are fundamental regardless of how many children there are. It is important that you play with the children during this time. In this way, you are able to guide them relationally in appropriate activities and behavior. Move from one center to another as you are needed.

1. Reading Center: Have available a large variety of age-appropriate picture books. Have a few small pillows to sit comfortably and “read.”
2. Puppet Center: Before class, print out pictures of Bible people and various animals. Cut these out and attach to Popsicle sticks to be used as puppets. Bring in artificial plants as trees.
3. Collage Center: Have available pre-cut magazine pictures of God’s creation: plants, animals, people, flowers, anything natural, as well as sheets of construction paper, and glue sticks. Allow the children to make a collage.

Optional Response Centers: To be provided if there are more than 12 children in the class, total class time is longer than an hour, and more variety of play is desired.

4. Animal Center: Have available an assortment of stuffed animals. Children love to pretend they are animals.
5. Game Center: Have a few child-appropriate board or card games. Ex.: Memory, Go Fish, Chutes and Ladders. You may need to participate to get things started.
6. Art Center: Have available crayons or markers and blank paper to create anything the child chooses.

Sing/Conclusion — Preschool children will sing the beloved children's songs of old. Play the preschool CD to learn the songs, and then sing the songs acappella, since children love to hear their own voices. Don't be concerned with how you sound. It will be a joyful noise as you and the children sing. Enjoy the songs together. Sing loud, dance, and rejoice in the Lord! This week's song is:

Jesus Loves Me

*Jesus loves me this I know,
for the Bible tells me so.*

*Little ones to Him belong;
they are weak but He is strong.*

Yes, Jesus loves me!

Yes, Jesus loves me!

Yes, Jesus loves me!

The Bible tells me so.

Lesson 26

First and Second Grade

God Takes Care of Elijah

Background Notes for Teachers: See pp.517-518 in the Renovaré Life with God Bible, “Elijah: Open to God’s Care,” and pp.975-979, “The People of God in Rebellion.”

Center Down — Shoes off, quiet book time with soft music

Prayer Time — Prayer requests clockwise, prayer counterclockwise, allowing children to pass

Connect — Invite the children to volunteer to tell the stories of the timeline. Encourage three different children to tell stories that were not told last week. Have the children pass the pointer as they switch story tellers. Write the focus verse on an index card and place it over Elijah.

Focus Verse — “Then the word of the Lord came to Elijah: ‘Leave here, turn eastward and hide in Kerith Ravine, east of the Jordan. You will drink from the brook, and I have directed the ravens to supply you with food there’” (1 Kings 17:2-4).

Listen — God’s people have had many kings and leaders. Some were good and show the people how to live a life with God, some were not. God’s people have forgotten how to live a life with him. They do not trust in the one, true God anymore. God still loves them so much that he sends a leader, someone to show them how to live a life with God. The trouble is that their king is wicked. He doesn’t live his life with God. Who will the people listen to — their wicked king or God’s leader?

Learn — Have the children get their Beginner’s Bible, and turn to p.201. Read pp.201-203 aloud. Ask: Who was Ahab? Did he live his life with God? Who is Elijah? What is a prophet? Did Elijah live his life with God? What did Elijah tell Ahab?

Read pp.204-205 aloud. What did Elijah tell the king? How do you think it felt to tell him bad news? Is it sometimes hard to tell the truth? What did God tell Elijah to do? Where did he go? How did God take care of him? How did Elijah live his life with God?

Do — God Feeds Our Heart



Study: Learning about God, Jesus, and the Holy Spirit



Prayer: Talking with God

Materials: paper plate for each child, template with Bible, praying hands, ears, glue

Tell the children: God took care of Elijah. He gave him everything he needed. God is good. He took care of Elijah and he will take care of us. God gives us food to grow our bodies, and he gives us “food” to grow our hearts. Our heart is the part of us that lives forever. All people have hearts. When we talk about our hearts we don’t mean the muscle inside our chest that beats and pumps blood. We mean the place inside us that helps us love God and other people.

God asked Elijah to do a big thing. Elijah had to tell a powerful king that he was wrong, and that he was not living life with God. Elijah had to have courage to do it. God fed his heart so that it would grow in courage.

To feed Elijah’s heart God told him to go to the Kerith Ravine, which is like a wilderness away from all people. Here away from all the people and noise, God fed Elijah’s heart and gave him the courage to tell the truth to Ahab.

1. Give each child a paper plate. Say: God gives us food to grow our bodies, and he gives us “food” to grow our hearts. Let’s think about the “food” our hearts need.
2. Put your Bible on the table. God feeds our heart with his Word. He uses the Bible to speak to us and feed our heart.
3. Lead the children in a short prayer of thankfulness. God feeds our hearts with prayer. When we talk to him, he gives us the courage to do what he asks.
4. Lead the children in a prayer asking the Holy Spirit to speak to you all. Invite the children to sit quietly and listen. Can you hear your mother speak when you are talking? It is similar when we speak to God. He will tell us he loves us and help us to know what to do when we are quiet enough to listen.

5. Give the children the template of the three things that feed our hearts. Have the children color, cut, and glue the items on their plates.
6. Invite the children to tell someone they love about the three things that feed their hearts.

Extension — Wilderness Time



Solitude: Quiet, alone, private time with God

Tell the children: The time that Elijah was in the wilderness was a time of solitude. (Invite a child to go and stand by the poster that says Solitude.) Read the poster aloud. Solitude is quiet, alone, private time with God.

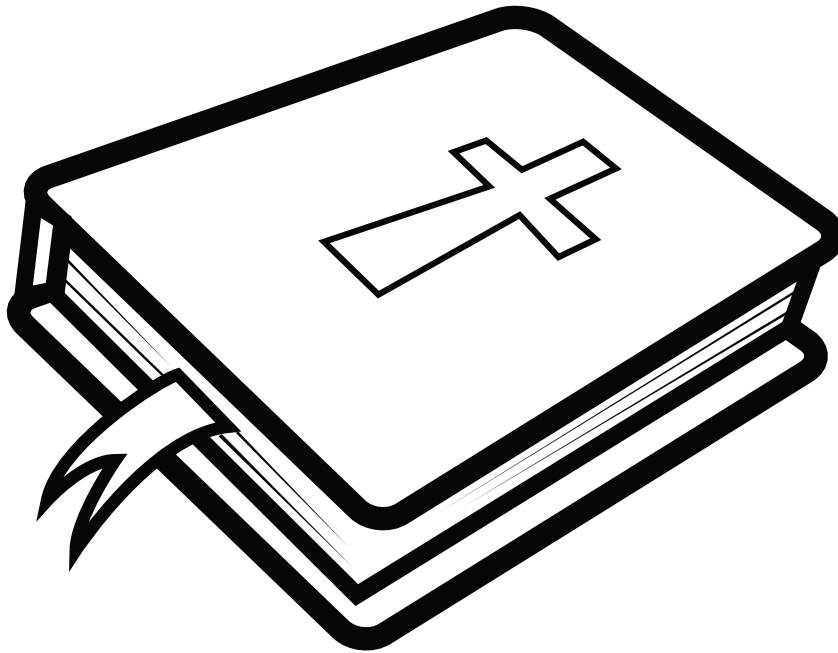
Encourage the children to share a time when they have had some quiet, alone time with God. (Be sure to share about your own times with God.) Some children may have trouble recognizing when they've had this time. Try these questions: How about when you are in bed, right before you go to sleep, can you hear God speak to you? How about when you are in the car and the radio is off, and you are watching the road go by, can you hear God speak to you?

Now invite the children to brainstorm some places where they can go to have quiet, alone time with God. (Some examples: Lay outside in the grass, look up at the sky, and listen to God. Climb a tree. On your bed.)

If the weather is nice, take the class outside, find some grass, and lay down looking up into the sky. Tell the children to listen to God.

Sing/Conclusion — Have the words of “Do Life with Me” and “Pray” and “Truth Will Set Me Free” and “Still Small Voice” written on poster board. Although the children are pre-readers, they do like to follow along when we point to the words. And we might have some children who can and are learning to read. This is great reinforcement. Sing loud and rejoice in the Lord!

God Feeds Our Heart Template



Lesson 26

Third and Fourth Grade

David Follows God

Background Notes for Teachers: See pp.797-798 in the Renovaré Life with God Bible, “David: Shaped in Solitude,” and pp.769-772, “The People of God in Prayer and Worship.”

Center Down — Shoes off, quiet book time with soft music

Prayer Time — Prayer requests clockwise, prayer counterclockwise, allowing children to pass

Connect — Invite the children to volunteer to tell the stories of the timeline. Encourage three different children to tell stories that were not told last week. Have the children pass the pointer as they switch story tellers. Write the focus verse on an index card and place it over David.

Focus Verse — “The Lord is my shepherd, I lack nothing. He makes me lie down in green pastures, he leads me beside quiet waters, he refreshes my soul” (Psalm 23:1-3a).

Listen — David was a shepherd boy long before he killed Goliath and before he became king. It was when he was a shepherd that he lived his life with God and learned to trust in God. David liked to write songs. This is a song he wrote about God.

Learn — Have the children get their Bibles, and turn to Psalm 23. Use the previously listed reading strategies. Have the children read Psalm 23:1-4 aloud. Ask: In this song, David is thinking of himself as the sheep and God as the shepherd. How do sheep live with their shepherd? What are some of the things God does for David? Does David need to be afraid of anything, even Goliath or Saul? How does God comfort David to make him feel better? How does living his life with God help David?

Have the children read Psalm 23:5-6 aloud. What does God do for David? Where does David want to live forever? What will follow David all the days of his life?

Do — What does our heart look like?

Materials: large rolls of newsprint, crayons, markers, scissors, red construction paper, glue

Tell the children: We call this song Psalm 23, The Lord Is My Shepherd. It is a good guide for our hearts.

1. Have a large heart drawn on a half sheet of red construction paper.
2. Have the children cut out their own paper hearts.
3. Invite the children to glue Psalm 23 on the front of their hearts. Read it aloud and let the children follow along.
4. Ask: How does David live his life with God? How can you live your life with God? How is God your shepherd?
5. Staple this heart at the top of the heart book.
6. Lay each child down on a piece of newsprint and outline their body. Have them use the markers to color in the details. Eyes, nose, mouth, ears, clothing, etc.
7. Then glue the heart book, where the heart should be on the newsprint.
8. Invite the children to take their newsprint selves home and tell about it.

Psalm 23

The Lord is my shepherd, I lack nothing. He makes me lie down in green pastures, he leads me beside quiet waters, he refreshes my soul. He guides me along the right paths for his name's sake. Even though I walk through the darkest valley, I will fear no evil, for you are with me; your rod and your staff they comfort me. You prepare a table before me in the presence of my enemies. You anoint my head with oil; my cup overflows. Surely your goodness and love will follow me all the days of my life, and I will dwell in the house of the Lord forever.

Extension — Wonderful Worship



Worship: Our response to our God who loves us

Materials: blank poster board, markers, pencils, crayons

Invite the children to close their eyes and imagine that they have just walked into a bright room. It is so bright with white light that they are blinded, but they can hear and this is what they hear. Read Psalm 8 aloud to them. Ask: How did that Psalm make you want to respond? Just like Psalm 23, David wrote the Psalm I read to you. He wanted to tell God how much he loved him, and how thankful he is that God takes care of him. That is worship.

We worship God by serving him two ways. The first way is to serve others. When we help others because God has helped us, we worship. The second way is by doing what we need to do. It is good for us to tell God how much we love him. We need to do it. We might tell him in a song like David wrote; we might tell him in a picture we draw or paint.

In the good times and in the bad times, David worshiped God. David knew he could trust God and no matter how difficult his life might be, God would take care of him. When David played songs for Saul to calm his troubled mind, he likely sang songs of worship to God. When our minds are feeling crazy, could worship calm us? Tell about a time you have worshiped God. Tell about a time you worshiped and it calmed your mind.

Write “Worship is our response to a God who loves us” on the poster board. Then let the children decorate it with scenes of David, and many other scenes of people worshipping. Create more scenes of children talking and listening with God. Hang the poster with the other posters of the Spiritual Disciplines.

Sing/Conclusion — You can sing “Do Life with Me” and “Worship” to highlight the discipline of worship. Enjoy the songs together, sing loud, and rejoice in the Lord! With the first introduction of the song, invite the children to create movements. A fun idea: Video the children singing and doing their movements and show it to the church. Invite the children to teach the song and the movements one Sunday to the greater congregation.

Lesson 26

Fifth and Sixth Grade

David Follows God

Background Notes for Teachers: See pp.797-798 in the *Renovaré Life with God Bible*, “David: Shaped in Solitude,” and pp.769-772, “The People of God in Prayer and Worship.”

Center Down — Shoes off, quiet book time with soft music

Prayer Time — Prayer requests clockwise, prayer counterclockwise, allowing children to pass

Connect — Invite the children to volunteer to tell the stories you have learned about on the timeline. In this age group, you might have children who would love to tell these stories, but you also might have a group who is not remotely interested. If the latter is the case, before class write the focus verse on an index card and place it over David. Then invite the children to write or draw one of two journal entries (you might list these on the board or on a piece of poster board to refer to each week): 1. Write or draw about a time this week when you thought about one of the Bible characters you have learned about on the timeline; 2. Write or draw one time you lived with God this week, and one time when you did not live with God.

Focus Verse — “The Lord is my shepherd, I lack nothing. He makes me lie down in green pastures, he leads me beside quiet waters, he refreshes my soul” (Psalm 23:1-3a).

Listen — David was a shepherd boy long before he killed Goliath and before he became king. David lived his life with God. It was when he was a shepherd that he came to know God and to trust in God. David liked to write songs. This is a song he wrote about God.

Learn — Have the children get their Bibles and turn to Psalm 23. Use the previously listed reading strategies. Have the children read Psalm 23:1-4 aloud. Ask: In this song, David is thinking of himself as the sheep and God as the shepherd. What are some of the things God does for David? Does David need to be afraid of anything, even Goliath or Saul? How does David live his life with God? How does God comfort David to make him feel better?

Have the children read Psalm 23:5-6 aloud. What does God do for David? Where does David want to live forever? What will follow David all the days of his life?

Do — Wonderful Worship



Worship: Our response to our God who loves us

Materials: Blank poster board, markers, pencils, crayons

Have the children close their eyes and imagine that they have just walked into a bright room. It is so bright with white light that they are blinded, but they can hear and this is what they hear. Read Psalm 8 aloud to them. Ask: How did that Psalm make you want to respond? Just like Psalm 23, David wrote the psalm I read to you. He wanted to tell God how much he loved him, and that is worship.

We worship God by serving him two ways. The first way is to serve others. When we help others because God has helped us, we worship. The second way is by doing what we need to do. It is good for us to tell God how much we love him. We need to do it. We might tell him in a song like David wrote; we might tell him in a picture we draw or paint.

In the good times and in the bad times, David worshiped God. David knew he could trust God and no matter how difficult his situation might be, God would take care of him. When David played songs for Saul to calm his troubled mind, he likely sang songs of worship to God. When our minds are feeling crazy, could worship calm us? Tell about a time you have worshiped God. Tell about a time you worshiped and it calmed your mind.

Write “Worship is our response to a God who loves us” on the poster board. Then let the children decorate it with scenes of David, and many other scenes of people worshiping. Create more scenes of children talking with and listening to God. Hang the poster with the other posters of the Spiritual Disciplines.

Extension — Our Own Songs



Worship: Our response to our God who loves us

Materials: Bible, journals, pencils

David was a really honest guy. He figured that God already knew his heart, so he might as well just tell the truth. When he wrote the psalms, he told the truth. When he was mad at God or didn't understand what God was doing, he said so. That's what makes the psalms so great — they are real and honest.

Read Psalm 10 aloud to the children. Have them follow along and stop you whenever they hear words that are true, or shocking, or just seem crazy.

Ask: Could it be that David's heart was pleasing to God, because David was so honest?

Invite the children to open their Bibles and journals. Have them read Psalm 13. After they have read, encourage them to write their own Psalm reminding them that it doesn't have to be perfect, just honest.

If time permits and children would like to share their psalm, give them the gift of listening and reflection.

Sing/Conclusion — Have the words of “Do Life with Me” and “Worship” written on poster board. You can sing these songs to highlight the discipline of worship. Enjoy the songs together, sing loud, and rejoice in the Lord! With the first introduction of the song, invite the children to create movements. A fun idea: Video the children singing and doing their movements and show it to the church. Invite the children to teach the song and the movements one Sunday to the greater congregation.