

January Bible Study for Children 2009

Living in Awe of God

Welcome . . .

This teaching plan is designed to be used during your church's January Bible Study. You may also choose to use it any time quality Bible learning is needed for children.

Teacher Responsibilities

Each JBS group needs a team of leaders who will work together to plan each meeting. This group will want to meet together and pray for themselves and the children who will be attending. Basically there are two main responsibilities:

Lead Teacher/Director

- leads planning for the meetings
- makes copies of activity pages and answers for leaders
- gathers supplies and resources
- conducts WORKOUT for each meeting
- conducts WARM-UP and THE TOURNAMENT (if there is no recreation leader), conducts COOL DOWN and plans for refreshments (if there is no refreshment leader)
- prays for each child and leader by name and prays for the JBS meetings.

Leaders (one per every seven to eight children) will:

- participate in planning meetings led by a lead teacher
- complete assignments given by the lead teacher
- lead a group of children to complete an activity page during the meeting, following the guidelines on the page, and encouraging the children to take the pages home
- assist the lead teacher with recreation, and refreshments
- pray for each child and leader

The Schedule

January Bible Study is written

for a 1½-hour schedule. Although JBS may be expanded to 2 hours or condensed to 1 hour, the 1½-hour schedule will allow you to accomplish each meeting's purpose with greater ease and success. The recommended schedule and the two alternate schedules are listed below.

Recommended Schedule

- (1½ hours)
- 10 minutes—WARM-UP (Get-involved Activity)
 - 30 minutes—WORKOUT (Group Study)
 - 20 minutes—STRETCHING (Bible-verse Memory Time)
 - 20 minutes—THE TOURNAMENT (Games and Activities)
 - 10 minutes—COOL DOWN (Refreshments and Conclusion)

Expanded Schedule

- (2 hours)
- 15 minutes—WARM-UP (Get-involved Activity)
 - 30 minutes—WORKOUT (Group Study)
 - 30 minutes—STRETCHING (Bible-verse Memory Time)
 - 30 minutes—THE TOURNAMENT (Games and Activities)
 - 15 minutes—COOL DOWN (Refreshments and Conclusion)

Condensed Schedule

- (1 hour)
- 5 minutes—WARM-UP (Get-involved Activity)
 - 20 minutes—WORKOUT (Group

Study)

- 15 minutes—STRETCHING (Bible-verse Memory Time)
- 15 minutes—THE TOURNAMENT (Games and Activities)
- 5 minutes—COOL DOWN (Refreshments and Conclusion)

Foundational Teaching

As a teacher of children, your role is to lay spiritual foundations in the children's lives upon which God's spirit can build. During this JBS, you will be teaching age-suitable Bible study about—what to do in times of family crisis, how to accept responsibility for things you do, how you can count on God, and what to do when you make a mistake.

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Moses: A Family Crisis

Meeting 1

Purpose:

Children can learn that when families have to deal with crisis and suffering, they can pull together, trust one another, and trust God.

Bible Material:

The Birth of Moses (Exodus 2:1-10)

WARM-UP

Get-involved Activity
(10 minutes)

Tell your kids that you are going to do some “baby” things. Begin by holding a relay race called “Dress the Baby.” Divide into teams with one leader per team. Instruct each team that when the race begins, each team member will run down to a marked area one at a time and choose an article of clothing or other baby item from her team’s basket or bag and place it on the adult.

Once the item is in place, she will run back and tag the next team member to take his turn. Each team should have the same number and type of baby items in a large bag or basket. At the end, let each “baby” model for the entire group and let your kids vote by applause for the best baby. Give that leader a prize, such as a baby rattle or bottle.

Other options:

- Hide several baby dolls in the room before the children arrive. Lead the children to search for the dolls.
- Let leaders participate in a contest. Give each contestant a baby bottle with fruit juice and see who can drink it the fastest.

Bible Verse:

1 Corinthians 13:7

Provide:

- Baby items such as:
 - bibs
 - bonnets
 - pacifiers
 - rattles
 - blankets
 - stuffed animals
 - diapers (large towels and clothespins and similar items—1 of each per team)
 - Baskets or bags, 1 per team
- Optional:*
- Several small baby dolls
 - A few baby bottles
 - Fruit juice

To Do:

- Fill the baskets or bags with the baby items. Each team should have exactly the same items in their container.
- Optional:*
- Hide the dolls throughout the room.
 - Put fruit juice in bottles.

WORKOUT

Group Study
(30 minutes)

Provide:

- Poster board
- Marker
- Tape

To Do:

- Write the definition of *crisis* on the poster board:
A crisis is an emergency situation or a turning point.
- Attach the poster to the wall with tape.

Provide:

- Baby clothes
- “Moses” type of beard
- Stone tablets
- Staff or pole
- Basket
- Blanket

To Do:

- Enlist a male adult to portray “Baby Moses.”
- Dress “Baby Moses” ahead of time.
- Prepare a copy of the Bible study in advance so that “Baby Moses” has time to practice and can deliver lines naturally without depending on notes, if possible.

1. Begin the meeting. Blow a whistle to signal the children to sit on the floor in a circle. Define the word *crisis*. Ask, “What does the word *crisis* mean to you? After the children have responded, show them the poster you have prepared with the definition. Say: “Let’s read the definition aloud: A crisis is an emergency situation or a turning point. Today you are going to talk about a family crisis and some ways you can learn to pull together as a family when a crisis comes along.”

2. Tell the Bible story. Say: “Today we have a special guest who will tell about a family crisis he had many years ago. Please welcome a young man from the Old Testament!”

Signal the adult you have enlisted to portray “Baby Moses” to enter and come to the front of the room. He will be dressed like a baby, but can have typical “Moses” characteristics—wear a white beard, carry a staff and stone tablets, and so forth. For the best effect, he should tell the story in his own words while acting as much like a baby as possible.

The Birth of Moses

Hi there! My name is Baby Moses. I’m sure glad you came to hear my story tonight. It’s all about the time that my family had a family crisis and I was right in the middle of it. It all started when the Hebrew people, who are my people, were forced to work for the Pharaoh, who was the ruler of Egypt.

The Hebrew people didn’t always live in Egypt. We used to live in Israel, but we had been in Egypt for hundreds of years. There were so many of us that the Pharaoh was afraid that we might try and take over Egypt, so he made us work very hard. We Hebrews had to make mortar and brick to help build huge pyramids for the pharaoh and his family.

Even all the hard work didn’t stop the Hebrew families from growing, so the Pharaoh decided to do something drastic. He passed a law requiring all the newborn Hebrew baby boys to be thrown into the Nile River to drown. This is where I come into the story. I had just been born, and guess what? I was a Hebrew baby boy.

I was a cute little baby, and my family really liked me a lot. They weren’t going to let any pharaoh tell them to throw me into the river. So my dad and mom got the family together to talk about this family crisis. They all prayed and trusted God to take care of me, no matter what.

They decided that they would hide me as long as they

could. Anytime the Egyptians came near, my mom or sister would wrap me up in a blanket and stick me under a table or chair. My mom would always look at me and say, “Shhhh! You be very quiet now.” I tried real hard to be quiet, which was pretty easy since I slept most of the time.

That worked fine for a while. But I was getting bigger each day and a lot more active. I soon discovered I had a voice and was trying it out all the time. Now I hadn’t quite learned how to talk yet, but I was constantly babbling something like “goo goo” and “gaa gaa.” I didn’t mean to make so much noise, but I couldn’t help myself.

The family had another meeting. Mom had a plan. She gathered some bulrushes from the banks of the river and wove them together into a little boat, just the right size for me. She covered it with tar and pitch.

The next day my mom and my sister wrapped me up in my “blankie,” put me in the boat, placed a lid on the top, and lowered it into the water.

My basket was well hidden among the bulrushes that grow along the riverbank. I would have been scared being all alone in a little basket near the big Nile River, but I knew my sister Miriam was close. Mom had asked her to stay nearby and keep an eye on me, just in case.

With that in mind, I snuggled in. A few rays of sunshine were peeking through the lid into my basket of bulrushes. Soon I heard footsteps and some voices I did not recognize.

I heard someone say: “Listen. Do you hear that noise? It sounds like a baby crying.” The next thing I knew, someone was carrying my basket. By this time I was really scared. And since I was only a tiny baby, I did the only thing I knew to do. I cried. I mean I really cried, as loudly as I could.

I didn’t know who had found my basket, but I knew it wasn’t my sister. I thought if I cried loud enough, I might scare them off. I could tell my basket had been passed to someone else. Suddenly, bright light from the sky filled my eyes. The lid of my basket had been lifted, and I had been discovered.

When I opened my eyes, I saw the face of a young woman I had never seen before. Who was this woman? What was she going to do with me? I could tell by her clothes that she was an Egyptian. I feared she would throw me back into the river to drown. Instead, she picked me up and held me real close to her, just like my mom always did. She gently wiped the tears off my cheeks and told me not to cry.

For some strange reason, I wasn’t afraid anymore. I felt safe in her arms, and knew things were going to be OK. Then I heard a voice I recognized. It was my sister, Miriam. She hadn’t deserted me after all. She told this lady, who just happened to be Pharaoh’s daughter, that she knew of someone who could take care of this baby. Away she went.

She hadn't been gone long when she arrived back with my very own mother. Pharaoh's daughter handed me over immediately to my mom and asked her if she would keep me until I was old enough to come and live with her at the palace. My mom eagerly agreed. I looked up at her proudly and gave her a big smile to let her know I was OK.

That day, our family crisis was over. God had taken good care of me. I would not be drowned like many other Hebrew boys. My life was spared because God had a greater plan in store for me when I was older.

I grew up right in my own home, with my dad, mom, brother, and sister. Then I went to the palace to live with Pharaoh's daughter. She named me Moses because I was "drawn out of water."

That wasn't my last crisis. But after that one had passed, I knew that God would always take care of me and my family. And He always did, no matter what happened.

—Based on Exodus 2:1-10

Provide:

- Chalkboard or dry erase board
- Chalk or dry erase markers

Possible Answers:

- parents losing their jobs
- serious illness
- death of a family member
- moving to a new house
- changing schools
- making bad grades
- dealing with a bully
- a wayward brother or sister
- child abuse
- divorce
- alcohol or other drug problems
- home being robbed
- natural disasters that destroy the home

Possible Responses:

- talking things over
- praying together
- reading the Bible
- staying in church
- encouraging each other to keep trying
- talking to the pastor or other church leader
- serving one another
- loving one another

3. Apply the story. Show the definition of *crisis* again. Ask, "What was the crisis in Moses' family?" Allow time for responses; then ask, "How did Moses' family handle this crisis?" (*met as a family, talked about it, prayed together, prayed as individuals, watched out for each other, worked together to solve the problem, trusted God, waited on God, and so forth.*)

Say: "Families today have many times of crisis. Let's name some of them." Write the children's responses on a chalkboard or on art paper you have taped to the wall.

Comment: "That's a whole lot of problems that families can have. We are going to divide into smaller groups and see if we can think of ways for families to deal with these problems."

4. Divide into groups for prayer and more discussion.

After you divide into small groups, discuss some of the things a family could do if they had a family crisis. Be especially sensitive to children who may be experiencing a family crisis now or who may have gone through one in the past.

Some children may open up and share things you are not aware of. Take time to listen without allowing one or two to monopolize the entire group time. You may become aware of current needs that you want to report to the pastor for follow-up.

If you sense that a child really needs to talk to someone, give him the opportunity at the end of the session or make arrangements for him to speak with a trained family counselor or minister.

After sharing ways to deal with a family crisis, lead the

children to join hands to pray for any families who are having a crisis right now. Together pray specifically for any children who have shared about their families.

5. Follow up with the activity pages. Answers for activity pages are found on the last page of this meeting. You may choose to provide photocopies of this page to the leaders.

STRETCHING

Bible-verse Memory Time
(20 minutes)

Bring all of the children back together in a circle on the floor. Tell them you have hidden 10 baskets around the room with one word from today's Bible verse written on each basket. Ask them to find the baskets and return them to the front of the room. As the baskets are returned, select other volunteers to put them in the correct order, using their Bibles to assist if needed. Once the words are in the correct order, read the verse aloud several times.

THE TOURNAMENT

Games and Activities
(20 minutes)

Blow the whistle to begin THE TOURNAMENT time. Choose from the following games and activities.

Timeout Ball

Form two teams and place each team on one side of the playing area. The object of the game is for a team to knock over the opponents' pins by rolling the playground balls. Any time a pin is knocked over, the team whose pin was knocked over must send one of its members to Timeout (see diagram). Players may block shots from hitting their pins.

A player may get out of Timeout if he gets a ball that has been rolled to him by a teammate. Then that player gets to return to his side safely and set up a pin that had been knocked over. The winning team is the one that has all their opponents' pins knocked over.

Say: "Like you helped your team members by rolling a ball to them so they could come back to your team, you help your family members when a crisis comes. Families should always be ready to help family members."

Mother/Father Has a Headache

Choose a child to be the mother or father. He sits across the playing area from the other children and says, "I have a

Provide:

- Activity pages for the age group you are teaching

Provide:

- Baskets or baby dolls
- Bibles
- Poster board

To Do:

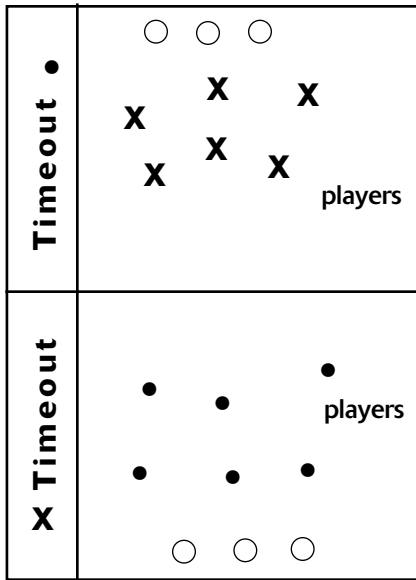
- Write each word of the Bible verse on a separate piece of poster board and place it in a basket. Hide the baskets throughout the room for the children to find.

Provide:

- Whistle

Provide:

- 6 bowling pins or 6 two-liter bottles
- Playground balls
- Masking tape



To Do:

- Divide a rectangular playing area in half with tape.
- On each side, place 3 bowling pins or 3 two-liter bottles.

Provide:

- Room or playing area with sufficient hiding places

Variation: For a competitive version, time players to see who can establish the best time in discovering the identity of Mother.

Provide:

- Single servings of pudding, applesauce, fruit cocktail
- Spoons
- Napkins
- Cups
- Water

To Do:

- Pour water in cups.

headache.” He then covers his eyes with his hands. The other players walk up slowly and quietly to sit by the mother or father. If a child is heard, the mother or father moans, “Oh,” and points in the player’s direction. The approaching child must return to the starting position and begin again.

The game ends when a child successfully sits beside the mother or father without being heard. That child asks, “Are you feeling better?” The mother/father replies, “Yes, thank you.” Then that child becomes the mother or father.

Say: “When a family member is sick, sometimes just being near is enough to make a family member feel better.”

Are You My Mother?

Choose one person to be *It* and tell him to leave the room. While he is gone, the groups appoint one person to be Mother. Mother hides first; then everyone else finds a hiding place as well. Call *It* back and let him look for players.

When he finds a player, he may ask one question to help him find out who has been appointed Mother. He should ask questions such as, “Is my mother tall?” or “Is she wearing tennis shoes?” If *It* thinks the person he found is the Mother, he asks, “Are you my mother?” If he is right, choose another *It* and play again. If he is wrong, he must find another player to ask another question. Players who have been found may go along with *It* but cannot give him more clues.

Say: “In times of family crisis, family members help other family members. Miriam was a good example of how God wants you to help yo ur family.”

COOL DOWN

Refreshments and Conclusion
(10 minutes)

Tell the children that today’s snack is something babies would enjoy. Set up a serving area and give the children a choice of pudding cup, applesauce, or fruit cocktail. As the children leave, tell them individually that you will be praying for them and their family this week.

Meeting 1: Answers to Activity Pages

Grades 4–6

Love Always . . .

hopes

trusts

protects

perseveres

Do Not Make Excuses

Meeting 2

Purpose:

Children can develop a positive attitude toward doing their own work without making excuses. They can develop an attitude that difficult tasks are possible when they rely on God's help.

Bible Material:

Moses Makes Excuses (Exodus 3:1–4:17)

WARM-UP

Get-involved Activity
(10 minutes)

As children arrive, direct them to the wall where you placed a large sheet of art paper headlined "Wall of Excuses." Ask them to write on the paper excuses they have used or heard.

Encourage the children to fill up the paper with excuses. If they have trouble thinking of excuses, help them by suggesting some situations where excuses may have been used. (Examples are forgetting homework or not doing chores.) Lead children to brainstorm other situations in which excuses may pop up. Allow them to give humorous excuses. Continue to fill the art paper with excuses.

Wind down the activity by having children choose their top 10 worst excuses recorded. Circle these on the art paper.

Say, "Today you'll find out that you should take responsibility for your own actions and not make excuses." For emphasis, take the art paper off the wall. With the children's help, ball it up and throw it away from the group. (Make sure that it's still intact and that you know where it is because you'll use it again later.) Ask the kids to chant: "No more excuses, no more excuses!"

WORKOUT

Group Study
(30 minutes)

1. Open the meeting. Ask: "Do you think living for Jesus includes not making excuses? Why?" Help children see that since God forgives you for your shortcomings, you can take

Bible Verse:

Matthew 19:26

Provide:

- Large sheet of art paper
- Tape
- Markers
- Masking tape

To Do:

- Place art paper on wall with tape. Write "Wall of Excuses" at the top.

responsibility for your actions and not make excuses.

2. Discuss feelings about excuses. Say: “Sometimes it just becomes a habit to make an excuse. But it’s a habit you should break.” Ask, “How do you feel when someone promises to do something for you, then doesn’t do it and makes excuses?” Allow children to share. Ask, “What can you do instead of making excuses?” Hear children’s suggestions and emphasize that they need to take responsibility for their own actions and rely on God’s help to get them through difficult situations.

3. Tell the Bible story. With your Bible open to Exodus 3:1–4:17, tell the following story in your own words. Ask the kids to listen for excuses Moses made to God and suggest what he could have done instead of making excuses.

Moses Makes Excuses

One ordinary day, Moses was tending the flock of animals owned by his father-in-law, Jethro. He led the flock to Horeb, which was also known as the mountain of God.

When he got there, he noticed a strange sight. A bush was burning, but it didn’t burn up. Moses thought that was strange, and he moved closer to the bush to see if he could figure out why it didn’t burn.

God was making the bush burn in this way to get Moses’ attention. So when Moses moved near, God called to him from the bush, “Moses! Moses!”

Moses answered, “Here I am.”

God said, “Do not come any closer. Take off your sandals, for the place where you are standing is holy ground. I am the God of your father—the God of Abraham, the God of Isaac, and the God of Jacob.” When Moses heard this, he hid his face because he was scared to look directly at God.

God told Moses that He had heard the suffering of His people in Egypt and wanted to rescue them from slavery. God said, “Now go. I am sending you to Pharaoh to bring my people, the Israelites, out of Egypt.”

But Moses said, “Who am I, that I should go to Pharaoh and bring the Israelites out of Egypt?” (*Note: First Excuse*)

God replied to Moses, “I will be with you.” He also told Moses that when the Israelites were freed from Egypt, they were to come to Mount Horeb and worship God.

Then Moses said, “Suppose I say to the Israelites, ‘The God of your fathers has sent me to you,’ and they ask me, ‘What is His name?’” (*Note: Second Excuse*)

“I AM WHO I AM. This is what you are to say to the Israelites: ‘I AM has sent me to you,’ ” God said. God continued to give Moses instructions about how He would help Moses free the Israelites from Egypt.

But Moses answered, “What if they don’t believe me and say, ‘The Lord did not appear to you?’” (*Note: Third Excuse*)

Moses had a large stick in his hand. God said, “Throw it on the ground.”

Moses obeyed, and the stick became a snake. Moses started to run away, but God told him to take it by its tail. When Moses did, it became a stick again.

“This,” God said, “is so they may believe that the Lord, the God of their fathers—Abraham, Isaac, and Jacob—has appeared to you.”

God continued, “Put your hand inside your cloak.”

Moses obeyed. When he pulled his hand back out, it looked diseased and as white as snow.

“Now put it back into your cloak,” God said. Moses did so. When he took his hand back out again, it was normal, and his hand was the same color as the rest of his skin.

To help Moses even more, God said, “If they do not believe you or pay attention to the first miraculous sign, they may believe the second. But if they do not believe these two signs or listen to you, take some water from the Nile and pour it on the dry ground. The water you take from the river will become blood on the ground.”

But even with all the help God promised, Moses made more excuses. “O Lord, I have never been eloquent, neither in the past nor since you have spoken to your servant. I am slow of speech and tongue.” (*Note: Fourth Excuse*)

God reminded Moses that He had created him just as He wanted him. Once again God promised, “Now go; I will help you speak and will teach you what to say.”

But Moses said, “O Lord, please send someone else to do it.” (*Note: Fifth Excuse*)

God finally said to Moses, “What about your brother, Aaron the Levite? I know he can speak well . . . You shall speak to him and put words in his mouth; I will help both of you speak and will teach you what to do. He will speak to the people for you, and it will be as if he were your mouth. . . But take this staff in your hand so you can perform miraculous signs with it.”

Moses had finally made so many excuses that God decided to bring in Aaron to help Moses do the job that God wanted him to do.

—Based on Exodus 3:1–4:17

4. Talk about the excuses Moses gave. Ask the children to recall the excuses Moses made. Write them on a chalkboard or dry-erase board as the children recall them.

If they have trouble remembering, below are Moses’ five excuses and the Scripture references. Ask the children to find each reference in a Bible and read Moses’ excuses to the group.

Moses' Five Excuses

1. I'm not able to do this—Exodus 3:11
2. I don't know Your name—Exodus 3:13
3. They won't believe me or listen to me—Exodus 4:1
4. I don't speak well—Exodus 4:10
5. I don't want to do it (I'm afraid)—Exodus 4:13

Discuss Moses' excuses and what he could have done instead of making excuses. Help children discover that they can get through difficult times by relying on God so that they don't have to make excuses.

Ask: "How do you think God felt when Moses kept on making excuses?" Allow children to express their own opinions.

Provide:

- Chalkboard or dry-erase board
- Chalk or dry-erase markers
- Bible

5. Practice alternatives to making excuses. Retrieve the piece of art paper that the children wrote excuses on in WARM-UP and place it back on the wall.

Tell the children that you're going to practice not making excuses. Start with the "top ten" excuses, which should be circled on the paper. Go through each one and ask the children, "What could be done instead of making this excuse?"

To provide more participation in case you have a large group of children, divide the children into the same number of groups as you have leaders. Let the leaders help the children practice not making excuses in the situations listed.

Be sure the leaders encourage the children as they suggest alternatives to making excuses. Continue to emphasize that you can get through any situation by relying on God and being strong and consistent in praying to God. Be sure the children know that God can give you strength and wisdom you never had before; but you must lean on God to receive it.

6. Pray. Ask members for prayer requests for tasks they have to do which could cause them to want to make excuses. Be understanding and encouraging of the requests given, and lead in a time of prayer about these matters.

7. Divide the group into age groups to work on the activity pages. Answers for activity pages are found on the last page of this meeting. You may want to provide copies of this page to the leaders.

Provide:

- Activity pages for the age group you are teaching

STRETCHING

Bible-verse Memory Time
(20 minutes)

Point to the sentence strips containing today's Bible verse, Proverbs 22:13. Ask the children to say the verse together. Divide the group into three teams. The first team will say the words on the first strip, and so on. Lead the children to say the verse faster and faster. Change the assignment of teams so all of the children have an opportunity to say the whole verse. Then take the verse off the wall and ask everyone to say the verse together.

THE TOURNAMENT

Games and Activities
(20 minutes)

Blow the whistle to begin THE TOURNAMENT time. Choose from the following games and activities.

Four Team Dodgeball

Divide the group into four teams and number the players on each team. Lead each team to line up in numerical order on a side of the square. Each team gets a playground ball.

The leader begins play by calling out a number. The player on each team with that number steps into the square. The other players in each line begin to try to hit the opposing players in the square. When a player is hit, he retrieves the ball and returns to his place on his team. He becomes a thrower. Throwers are not allowed to step into the square. Your team scores a point if your person is the last one in the middle. As the game progresses, call out two or more numbers at a time. Hits must be below the shoulders.

Say: "It can be difficult to be tagged out in a game, but don't make excuses, just pick up a ball and keep playing."

This Is My Nose

Lead the children to stand in a circle with one person in the center. The person in the middle tells someone, "This is my nose," but touches some other part of his body, such as his elbow. The second player must then touch his nose and say, "This is my elbow." The object of the game is to do one thing and say another. This continues until someone makes a mistake. That person then becomes the person in the middle.

Say: "When you say something by mistake, don't make an excuse, just correct what you said and keep going."

Provide:

- 3 sentence strips
- Marker
- Tape

To Do:

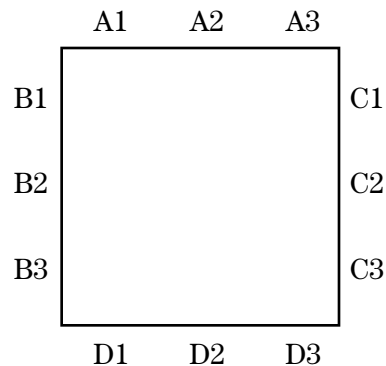
- Write today's Bible verse on 3 sentence strips.

Provide:

- Whistle
- 4 playground balls

To Do:

- Mark off a large square, which will serve as the playing area.



Bizz-Buzz

This is a great game for older children. Divide the group members into teams. Direct each team to form a circle. Appoint a team captain for each group. The team captain begins counting with “One,” and counting then moves to his left. The next person says, “Two,” the next “Three,” and so forth. Whenever the team counts up to number 7, or a number with 7 in it (17, 27), or a multiple of 7 (14, 21, 28), the person to say that number instead says, “Buzz.” Counting then continues with the next number. Be careful to watch out for numbers 27 and 28. They are both buzz numbers. If a mistake is made, you must start over. Give the groups three minutes to see how high they can count.

If you have a younger group, consider saying "Buzz" only on numbers that include the number seven (7, 17, 27).

Say: “This was a hard game and sometimes life can be hard. Don't make excuses. Accept responsibility for things that are your fault and ask God to help you.”

COOL DOWN

Refreshments and Conclusion
(10 minutes)

As children return from TOURNAMENT, allow them to line up for refreshments. Ask: “Who remembers our Bible verse for today?” Lead the kids in saying Matthew 19:26.

Pass out the refreshments. Tell the children that the drink is called a “no excuse juice” because they have learned how to not make excuses today.

Call the children together for a closing prayer. Use conversational prayer so they can talk with God about situations they have coming up when they might be tempted to make excuses. After children have participated, close the session by thanking God for always being with us and being willing to help us through situations without making excuses.

Provide:

- Snack cakes
- Juice (for No Excuse Juice)
- Napkins
- Cups

Meeting 2: Answers to Activity Pages

Grade 1–3

A Good Slogan to Live By

No excuses

Grades 4–6

Depend on God's Power

To stop making excuses, depend on God's *power*.

Ways to Stop Making Excuses

pray

ask others for *help*

depend on *God*

break jobs into *small* parts

do it for *Jesus*

God Brings the Israelites out of Egypt

Meeting 3

Purpose:

This meeting can help children understand that God is a faithful God who keeps His promises. It is natural for you to have questions and doubts when you are experiencing difficult times. But you must remember that God is a faithful God. And He is with you even during difficult times. Help children discover the peace and strength that come from knowing God and trusting Him.

Bible Material:

God Brings the Israelites Out of Egypt
(Exodus 5:22-23; 12:31-42)

WARM-UP

Get-involved Activity
(10 minutes)

Greet the children as they enter the room. Show them the alphabet poster. Explain that the object of “I Can Count” is to be the first one to identify which letter of the alphabet corresponds to a number called out.

Choose one player to be the caller. She begins the game by calling out any number between 1 and 26. The other players try to be the first one to determine which letter of the alphabet it corresponds with.

Tape the alphabet to a focal wall. To make this game more challenging, give a volunteer one of the word/number cards and ask her to call out the numbers on the card. Ask her to say the numbers in a moderately fast voice, but not so fast that you cannot hear or understand the numbers. Give the children a few seconds or minutes to figure out the word. The first person to solve the number puzzle wins and gets to call out the next set of numbers.

To make this game more challenging, especially for the older children, make math problems out of the numbers. For example, if the word is *God*, use $2+5=?$ (7), and $21-6=?$ (15), and $2 \times 2=?$ (4). Be sure to give them pencils and paper to do their figuring.

Bible Verse:

Hebrews 10:23

Provide:

- index cards
- Poster board
- Pen
- Marker
- Tape
- Pencils
- Paper

To Do:

- On the poster print the alphabet and the corresponding numbers. For example:
 $1 = A$ $4 = D$
 $2 = B$ $5 = E$
 $3 = C$ $6 = F$
and so on.
- Make up several words that relate to this meeting and write them on the cards. Using the poster as a guide, write the corresponding number below each letter.

Continue the game for 10 minutes or until you run out of words.

WORKOUT

Group Study
(30 minutes)

Provide:

- Whistle

Provide:

- Index cards, 1 per child
- Marker or chalk
- Poster boards or chalkboard
- Masking tape

To Do:

- Draw a large question mark on each card.
- Tape poster boards to the focal wall if you do not have a chalkboard.

1. Debrief the game. Blow the whistle to signal the end of WARM-UP and the beginning of WORKOUT. Gather players together and say: “I hope you enjoyed playing this silly game. I also hope that you had fun trying to determine which number corresponded with a letter of the alphabet.

“However, now I want you to think for a moment of how you relate to God. Whether you think you are number 1 in His eyes or 26, you are vitally important to Him. In other words, there is no other answer except that you are always number 1 to Him. He cares about you greatly and loves you very much.”

2. Discuss. Distribute the prepared cards among the kids. Instruct the children to think of a time in their lives which they felt was a difficult time to experience. This should be from their viewpoint and their definition of what a difficult situation is. What a first grader thinks may be different from what a fourth grader thinks.

Say: “Think now about the types of questions that came to your mind that you wanted answers to. These questions may seem silly now, but at the time they were very important. The questions can also be ones you were afraid to ask. When you have a question that you would like to share with everyone, raise your question mark card.” Here are a few questions that you may hear from the group:

“Why me?”

“What am I going to do?”

“How long do I have to wait?”

“Why did he or she do that to me?”

“Don’t they love me anymore?”

“When will this end?”

“Am I dreaming?”

Print the children’s questions on the poster boards or chalkboard. List as many questions as they give.

Share about a time in your life that was difficult. Try to relate something that the kids may be experiencing now or could experience. Share what kinds of questions came to your mind.

3. Tell the Bible story. Open your Bible to Exodus 5 and 12. Sit on the floor with the children. Tell them to listen

carefully to the short Bible story.

Begin the story by saying: “Our Bible story today is about Moses and Aaron trying to follow God’s instructions to help the Israelites. God had given instructions, and each time Moses and Aaron had obeyed Him. However, each time they spoke to Pharaoh, they were told no. He would not let the Israelite people go.”

God Brings the Israelites out of Egypt

It was out of frustration and discouragement that Moses went again to God in prayer. He asked God why God kept asking him and Aaron to continue to speak to Pharaoh, when all Pharaoh did was to say no and be cruel to the Israelites. Moses had to practice patience along with faith, believing God would keep His word.

It was during the night that Pharaoh sent word by his guards to bring Moses and Aaron before him. You cannot help but wonder why Pharaoh asked them to come in the middle of the night. Was it because he could not sleep, was he going to have them killed, or had he finally given up to what God wanted? Regardless of the answer, Moses and Aaron hurried to Pharaoh’s house.

With frustration in his voice, Pharaoh told Moses and Aaron: “Leave immediately and go worship your God as you have requested so many times before. Take all your flocks and herds with you.” Then Pharaoh asked one more thing of Moses and Aaron. He asked them to bless him before they left. What a surprise! Pharaoh had a change of heart. Had God touched Pharaoh’s heart?

Moses and Aaron left Pharaoh’s home and began to spread the word among the Israelite people to get ready to leave immediately. Word also spread among the Egyptian families. They too began to urge the Israelite families to hurry up and leave. They believed that they could die if the Israelites did not leave soon.

The Israelites began to pack the few things that they owned. They did not have much because they had been slaves all this time. They took the clothes that they were wearing, the few trinkets that they had secretly kept or hidden, and the little bit of food they had. The Israelites even took the bread dough that had been prepared to make bread. It was not even ready to the point of adding yeast. This did not matter because it was theirs. They took the bread dough and carried it on their shoulders in kneading troughs wrapped in clothing. This would protect it from the dust and dirt.

God had also told Moses and Aaron to instruct the Israelites to ask for silver, gold, and clothing from the Egyptians. The Egyptians gladly gave up these valuables

Provide:

- 3 sheets of poster board
- Marker
- Bible
- Index cards
- Pens
- Self-adhesive laminate film

To Do:

- Fold each poster board in half. On one half of each poster board print one of the following phrases:
ask God
know God
trust God
- On the other half print the corresponding phrase with reference:
(ask God) *have hope*
(Psalm 62:5)
(know God) *have peace*
(2 Thessalonians 3:16)
(trust God) *have strength*
(Psalm 46:1)
- Fold the poster boards so that the phrases show on the outside.
- Place these large tent cards in the focal area.
- Mark the verses in your Bible.

because they feared the God that the Israelites worshiped. They wanted the Israelites to leave and worship the God Almighty. The Israelites took everything from the Egyptians—everything.

The Israelites left immediately and began their long journey. Where would they go? Where would they live? God had all of these answers and more already prepared. He had a plan. He had an answer to each of their questions. This was a difficult time in their lives, but now things were changing.

The Israelites traveled from Rameses to a place called Succoth. All 600,000 men plus the women and children traveled together. Can you imagine this many people traveling together with their flocks and herds as well as all the valuables they had collected before they left?

And do you know how long the Israelites actually lived in Egypt as slaves? They lived there for 430 years to the very day—the day in which God delivered them from bondage to freedom.

—based on Exodus 5:22-23; 12:31-42

Share with the children that not all the Israelites lived during this entire time of 430 years to see God's promise fulfilled. Those who had already died had hoped that God would answer their prayers. It was their hope and faith in God that kept them going through the many difficult years of slavery.

4. Apply the story. Call attention to the large tent cards. Ask the children to read the phrases with you: *ask God*, *know God*, and *trust God*. Engage in a short discussion about each phrase. Ask members how they think and believe a person can ask God for things, know God in a special way, and how to trust God for things. The responses should prove interesting.

Select the first tent card and reveal the first result when a person asks God for something. The person must have hope. Read Psalm 62:5 and explain that hope needs to be in God and no one else.

Select the next tent card and reveal the result when someone knows God. The person has peace. Read 2 Thessalonians 3:16 and explain that God gives peace to everyone and at all times for those who know and trust Him.

Select the last tent card and reveal the result when someone trusts God. The person has strength. Read Psalm 46:1 and explain that the Bible verse gives a great promise: that God will give strength at all times when we trust in Him.

Turn the posters around so the children cannot read the

results side. Challenge the children to shout the result portion aloud after you read the first part of the phrase. Say, “Ask God.” The children should respond with “Have hope.” Continue with all three phrases. Repeat.

Give each child a card, laminate, and pen and ask them to write the three phrases and cover them. Challenge the children to let the phrases become their personal motto.

5. Pray. Guide the children in a prayer time of thanking God that they are number one to Him. Thank God that He gives protection and guidance whenever needed.

6. Work the activities on the activity pages. Answers for activity pages are found on the last page of this meeting. You may choose to provide photocopies of this page to the leaders.

STRETCHING

Bible-verse Memory Time
(20 minutes)

Divide into small groups with one leader per group. Using markers, leaders will print one Bible verse word onto each hand of each child, including the Scripture reference. It will be helpful to put two words that follow one another on the same pair of hands.

Tell each group to work together to put the Bible verse in order, using their hands. The first group that can stand with hands facing outward in correct order wins.

THE TOURNAMENT

Games and Activities
(20 minutes)

Blow the whistle to begin THE TOURNAMENT time. Choose from the following games and activities.

Steal the Bacon

Form two teams of equal number. Teams should line up about 25 feet apart, facing each other. Instruct each team to number off. Place a stuffed pig in the center of the room.

To begin playing, the leader calls out one or more numbers. The players with those numbers run to the center of the room and try to grab the pig and get it back to their team without being tagged by their opponent(s). If a player

Provide:

- Activity pages for the age group you are teaching

Provide:

- Watercolor markers

To Do:

- Print a Bible verse word on each hand.
(*Hebrews 10:23*).

Provide:

- Whistle

Provide:

- Stuffed pig

gets tagged before getting back to his team's starting line, replace the pig and all players return to their team. A successful run will gain a team one point.

Replace the pig and continue in the same manner, being sure to call out all numbers at some point during the game. Keep score. The team with the most points at the end of the game wins.

Call the children together and lead them to say the memory verse (*Hebrews 10:23*) 2 times before they are dismissed to COOL DOWN.

Provide:

- Chalk or masking tape

To Do:

- Use chalk or masking tape to mark out a pie shape with eight pieces.

Pie Tag

Play this game in the church parking lot or in a large room where you can put masking tape or chalk on the floor. Use the tape to draw a circle 25 to 50 feet in diameter, depending on your group's size. Use the tape to divide the circle into eight sections like a pie. Choose one player to be *It* and instruct him to stand in the center of the pie. All the other players stand on the circle.

At the leader's signal, *It* begins to chase the other players. All the players, including *It*, must stay on the lines (either the outside circle or the pie pieces) during the entire game. If a player gets tagged or moves off a line, he is the new *It*.

Variation 1: If a player gets tagged, he must stand outside the pie. When the last player gets tagged, a new game begins.

Variation 2: If you have a large group, you may want to form two teams and let one team play at a time.

Call the children together and lead them to say the memory verse (*Hebrews 10:23*) 2 times before they are dismissed to COOL DOWN.

Provide:

- Chairs

Sandstorm

This game is played like "Fruit Basket Turnover." Instruct the players to sit in a circle in chairs. Ask players to name things the Israelites might have seen in the desert. For example, they might have seen manna, cactus, a mirage, a camel, a snake, dunes, and so forth.

When you have a good number of things to choose from, whisper the name of something seen in the desert into the ear of each player, which becomes that player's "name." Make sure to give the same "name" to at least two players. Tell the group all the names that players will use.

Choose one player to be *It* and move his chair out of the circle. *It* stands in the middle of the circle and calls out one of the desert names. All the players who have that name must switch seats. At the same time, *It* takes a seat. The person left without a seat is the new *It* and must repeat the

process. When *It* calls out "Sandstorm!" all the players must switch seats.

Say: "The wilderness was a place where the people had to trust God to take care of them. You can trust God to take care of you too."

COOL DOWN

Refreshments and Conclusion
(10 minutes)

Greet the children as they come to COOL DOWN. Direct them to sit at tables to enjoy biscuits or toast and honey. Explain that this should remind them of the Bible story in which the Israelites made their bread. *Caution:* Make sure everyone can have milk and that there is not an allergy or medical problem. If so, serve water.

As children leave, remind them to read their card of the three application points. Challenge them to read the Bible verses for each point and to practice them when they are in a difficult situation and have questions.

Provide:

- Biscuits or toast
- Honey
- Milk
- Cups
- Small plates
- Napkins

To Do:

- Prepare snacks for each table.

Meeting 3: Answers to Activity Pages

Grades 1–3

Trusting God

3, 2, 1, 4

Count on God

When I know God, I can have peace in hard times.

Who Is It?

God

Grades 4–6

God's Promises Are True

1. e, 2. f, 3. a, 4. b, 5. c, 6. d

How Long Did It Take?

430 years

Meeting 4

Bible Verse:

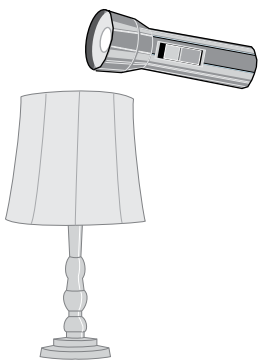
Proverbs 6:23

Provide:

- Flashlight

To Do:

- Hide the flashlight (object) in the WARM-UP area.



When I Make Mistakes

Purpose:

Children can learn how they should respond to corrections and discipline. Ways to deal with their feelings when they are disciplined and reprimanded by their parents and teachers will be discussed.

Bible Material:

The People Argue with Moses (Exodus 17:1-7)

WARM-UP

Get-involved Activity
(10 minutes)

As the children arrive, greet some of them with a smile and some of them with a frown. Whenever you greet a child with a frown, say: "I'll explain later. It's part of the WARM-UP game."

When enough members arrive to play "Hot or Cold," choose an *It* by asking the kids their birthdays. The child who has the birthday closest to your birthday will be *It*.

Send *It* out of the room while you hide the object (flashlight). Say: "We are going to bring *It* in to look for the object. As she looks for it, we will say 'Hot' if she is getting close or 'Cold' if she is far away." Give *It* the information you want her to have about the object she will be looking for.

When *It* has found the object, allow her to pick the next *It*. Send the new *It* out of the room while you hide the item in a new place. Replay the game as time allows.

Explain to the kids that you made some mistakes on purpose as they came in today. Say: "When some of you came in, I frowned at you and said I would explain later. Well, now I am going to explain. Today's meeting is about learning to accept discipline or reprimand for the things you do wrong. And sometimes when someone reprimands you, he frowns at you or makes some other expression with his face that lets you know he is not happy with something you have done. Later in the study you will learn some things you can do that will help you when someone disciplines you or reprimands you."

WORKOUT

Group Activity
(30 minutes)

1. Begin WORKOUT. Say: “Many of the things your parents correct you about are things you need to do better in life. And if you do the good things your parents tell you to do, you will have a better life. Your parents love you and want you to have a long and happy life. That’s why they discipline and reprimand you. The next time your parents correct you or reprimand you, ask yourself, ‘What good thing are my parents trying to teach me now?’ ”

2. Present a skit about correction and reprimand and tell the Bible story. Say: “Listen, kids! I hear someone talking. Let’s be real quiet so we can hear what they are saying.” (*A leader and a child walk in.*)

Child (*looks upset*): I’m always getting grounded! It’s not fair! I never do anything wrong. If my parents don’t understand what I’ve done, they ground me. It’s not right!

Leader: Whoa, wait a minute. What seems to be the problem? You sure are upset and you’re complaining loudly.

Child: Well, my parents think I broke my sister’s doll on purpose.

Leader: Did you?

Child: Kind of, sort of. I just wanted to see how far the doll’s head would bend.

Leader: I’m sure you could have stopped bending it before it broke. You did something that hurt your sister. She must be very sad.

Child: Yes, she cried a lot.

Leader: This reminds me of a story in the Bible that might help you deal with the discipline your parents have given you. Let’s sit down and listen. (*Motion child to sit down.*)

(Tell the children to listen carefully to the Bible story because at the end, you will be asking them some questions.)

The People Argue with Moses

In the Book of Exodus, Moses was leading the Israelites out of Egypt. They were traveling through the desert. This trip was a form of discipline to teach the Israelites to trust God. They camped at a place called Rephidim, but there was no water. The people were not happy. They complained and became angry with Moses.

Provide:

- Copies of the script and Bible story
- Bible

To Do:

- Enlist a leader and one child to act out the skit.
- Give the players copies of the script in advance.

Grumble—to speak in an unhappy manner, to complain

Quarrel—a verbal fight

The people made the mistake of grumbling and complaining about the lack of water instead of talking to God about it. They quarreled with Moses and said, "Give us water to drink!"

Moses answered them and said: "Why do you quarrel with me? Why do you put God to the test?" Moses reprimanded them by saying that they should trust God instead of complaining. But the people did not respond well to Moses' reprimand and discipline. They made another mistake when they chose not to listen to what Moses was telling them.

Instead of accepting the good words from Moses, they grumbled at him. The people said: "Why did you bring us out of Egypt? Do you want us, our children, and our cattle to die of thirst out here?" The people made a mistake in continuing to argue with Moses instead of listening to his good advice. They had made a mistake by complaining, but they did not want to admit it.

Moses did not know what to do. So he prayed to God and said: "What am I to do with these people? They are almost ready to stone me!"

God told Moses to take his staff and the elders of Israel with him to the rock at Horeb. God told Moses to strike the rock because water would come out of it for the people to drink.

Moses obeyed God, and the people had water to drink.

—Based on Exodus 17:1-7

(Motion to the child and the leader to continue the skit.)

Child: Man, those people were not grateful for what God gave them.

Leader: That's right. Moses gave that place a special name. He named it *Massah* and *Meribah*, which means "to test or try" and "to find fault with, contend." It seemed like things were not going right for them. But they did not trust God to help them. Moses used the staff to provide something important that the people needed. Read Psalm 23.

Child: *(Read Psalm 23.)* David, a shepherd, sang that Psalm.

Leader: In the fourth verse David said that God's rod and staff would comfort him. The staff is a symbol of the way God guides you and keeps you safe. It is just like the lamp and the light that remind us to follow God's commands and teachings. When your parents or teachers discipline you, you need to see the good it will bring you. The purpose of discipline is to learn to control your behavior to produce something good. So when your parents discipline you for not controlling your wrong behavior, think, "I will discipline myself next time." In other words, "I will control my wrong behavior

and do what is right.”

Child: Wow, I never thought about it that way! But it makes sense. I didn’t control my behavior, so my parents have to help me learn how to control my behavior. I’m going to try to discipline myself. Thank you, Coach. I understand now why my parents grounded me for breaking my sister’s doll.

(Encourage kids to applaud the cast.)

3. Review. Ask the following questions to review the Bible story.

1. Who was leading the group of people in the story?
(Moses)
2. What did the people need? *(water)*
3. What mistake did the people make? *(They complained instead of talking to God about it.)*
4. What did Moses do when the people complained? *(He listened to what they had to say; then he disciplined them and reprimanded them for not trusting God.)*
5. Did the people recognize their mistake and accept the reprimand from Moses? *(No, they grumbled and continued to complain.)*
6. What did Moses do? *(He talked to God about it and then did what God told him to do.)*
7. What should be our response to discipline? *(Answers may vary, but accept those indicating that we should learn from it in order to change a bad behavior.)*

4. Apply the Bible story. Talk to the children about some of the things they can do when they make a mistake and their parents (or teachers) discipline them. Offer the following suggestions of things to do when they are disciplined:

- Listen carefully while your parent talks to you. Do not think about what you are going to answer; just sit there and listen to what the person has to say.
- Look at your parents when they are talking to you so they can see that you are paying attention.
- Do not make excuses. Learn to take responsibility for your actions.
- Do not grumble or complain. Keep a good attitude.
- Keep your tone of voice as close to normal as possible.
- Speak respectfully to one another.
- Remember that your parents love you and they want the best for you.
- Talk to God and ask Him to help you learn from your mistakes.

5. Pray. Say: “In today’s meeting, you have heard some

grumbling and complaining about being disciplined. You have also learned how to accept discipline as God teaches in His Word, the Bible. You can ask God to help you control your grumbling and complaining. You also can ask Him to help you see the good in your discipline.” Guide the children to silently pray as you paraphrase Titus 2:7:

“Lord, help me to be a good example as I learn to control my feelings when I’m disciplined by my parents and teachers. In Jesus’ name, Amen.”

7. Work on the activity pages. Answers for activity pages are found on the last page of this meeting. You may choose to provide photocopies of this page to the leaders.

STRETCHING

Bible-verse Memory Time
(20 minutes)

Show the children the verse you have written on long strips of paper. Explain: “The object we hid in WARM-UP will help you remember your Bible verse. Remember that the commands are a lamp. (*Point to the lamp.*) The teachings are a light.” (*Point to the flashlight.*)

Lead the children to read the Bible verse aloud as you shine the flashlight on each word they should read next. (*If possible, dim the lights or turn some of the lights off.*) Fold down the black cover over the first word. Shine the flashlight on the covered word and all the other words. After the children repeat the verse, cover the next word. Continue until the entire verse is covered and the children can say it from memory.

THE TOURNAMENT

Games and Activities
(20 minutes)

Blow the whistle to begin THE TOURNAMENT time. Choose from the following games and activities.

Circle Racing

Direct the group to form a circle and place two or more objects in the middle of the circle. Choose two players to race, and let each choose an item from the center that will be his race car. Each of the two players will instruct the rest of the circle how to pass his race car around the circle. For example, one may say, “Pass my car behind your back” and the other may say, “Pass my car through your legs.”

At the go signal, each player begins passing his “car”

Provide:

- Long strip of paper
- Black construction paper
- Scissors
- Tape
- Flashlight from WARM-UP
- Lamp or lantern

To Do:

- Write today’s Bible verse on the long strip of paper.
- Cut black paper into individual strips the size of each word.
- Tape the black strips over the words so you can flip the covers *up* when the children read the Bible verse and *down* when they quote from memory.

Provide:

- Whistle

Provide:

- 4 or 5 objects
 - hat • beanbag
 - balloon • ball
 - cup, and so forth

around the circle. The first one to get his car back is the winner. He can race again. The other racer puts his item back in the middle and picks someone else to be the new racer. After a few races, race with four players at one time.

Race cars do not have to go in the same direction. It is fun to see the cars meet while traveling in opposite directions!

Gather the children and lead them to repeat the memory verse (Proverbs 6:23).

Press On

Players line up side by side. Choose one person to be *It*, and instruct her to stand at the opposite end of the playing area with her back to the others. When everyone is ready, *It* begins counting to 10 loudly so that everyone can hear her.

While *It* is counting, everyone else holds up a hand above their heads with their fingers signaling a number between one and five. When *It* finishes counting, she also holds up one of her hands, signaling a number of fingers between one and five. She does not turn around. Each member holding up the same number of fingers as *It* must sit down. Everyone else takes as many steps forward as they had fingers raised.

At this point, *It* may turn around and see who still remains in the game. Tell *It* to turn back around and begin the process over.

The goal for the players is to stay in the game long enough to reach out and tag *It*. Whoever tags *It* first replaces her for the next game. If no one is able to survive, pick a new *It*.

Say: "Following instructions and obeying the rules makes the game more fun. Accepting correction and discipline makes life more fun."

Poison

Direct the group to form a circle and place a flashlight in the middle. Players join hands and try to push or pull one another over the object. Any player touching the object is poisoned and must drop out of the game. If two players let go of their hands, both must drop out.

Be sure to mention how the game relates to the children's lives. In the game, touching the flashlight caused a player to be eliminated. There are things in life that cause them to be disciplined or corrected. Ask children to name some things that cause them to be corrected. Just as in the game, they were pushed and pulled in many directions. Some directions help them, and some hurt them. Brainstorm good and bad influences.

Provide:

- Masking tape or chalk

To Do:

- Mark off a large playing area.

Note: If you do not have a large playing area, tell the children to take baby steps.

Provide:

- Flashlight

COOL DOWN

Refreshments and Conclusion
(10 minutes)

Provide:

- Hard candy sticks with stripes that will fade off when licked, 1 per child

Ask the kids to be seated. Say: "Your COOL DOWN has a purpose. As you lick your refreshment, you will see that the color will erase. Think of the color as being a mistake you have made. Now you have accepted your discipline and have learned a lesson."

Meeting 4: Answers to Activity Pages

Grades 1-3

Who Helps Me?

P	A	R	E	N	T	S	F	O	M	R	T	H	E	S
R	E	C	O	M	E	M	A	N	I	D	S	A	R	E
I	A	L	A	M	A	P	T	H	N	I	S	T	E	A
N	C	H	I	N	C	G	I	S	I	A	L	I	G	H
C	T	A	N	D	H	T	J	E	S	U	S	H	E	C
I	B	I	B	L	E	O	R	R	T	E	C	T	I	O
P	N	G	S	O	R	F	D	I	E	S	C	I	P	L
A	C	O	U	N	S	E	L	O	R	I	N	E	A	R
L	E	D	T	H	E	W	A	Y	T	O	L	I	F	E

Step Up or Fall Down

Things that help when you make a mistake

- Accept with respect
- Admit my mistake
- Learn from it
- Do not get mad
- Do not pout

Things that hurt you when you make a mistake

- Grumble
- Argue
- Not learn anything
- Get mad
- Pout

Grades 4-6

The Israelites Tested God

1. Why did the Israelites quarrel with Moses? (vv. 1-2) *there was no water.*
2. Whom did Moses talk to about his problem? (v. 4) *prayed to God*
3. How did the Lord tell Moses to get water? (vv. 5-6) *strike a rock*
4. What did Moses name the place? (v. 7) *Massah and Meribah*
5. Why did Moses give the place these two names? (v. 7) *They quarreled and tested God.*

My Mistake

1. remember
2. think
3. consider
4. try
5. read
6. talk
7. forgive
- mistake**