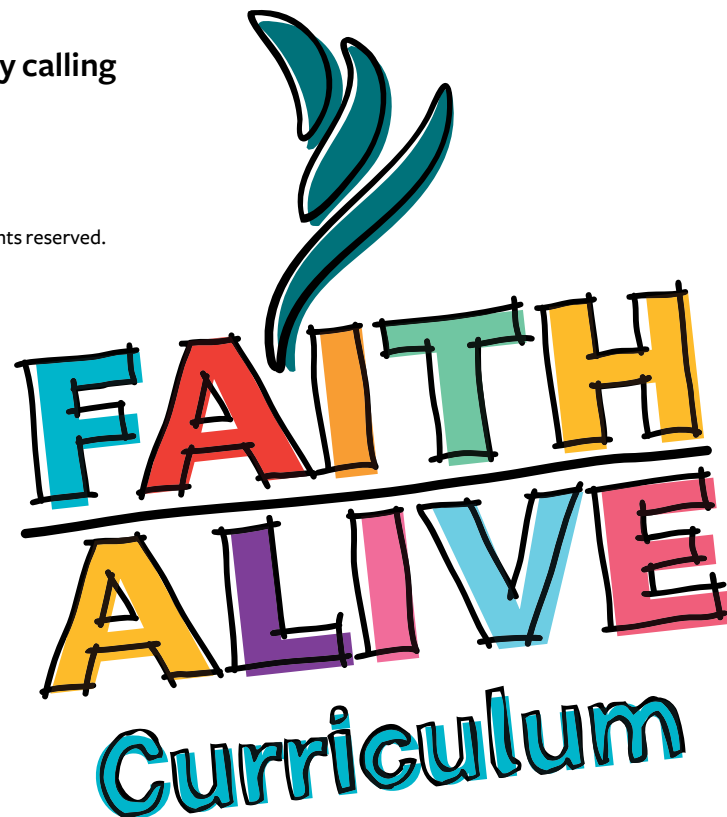
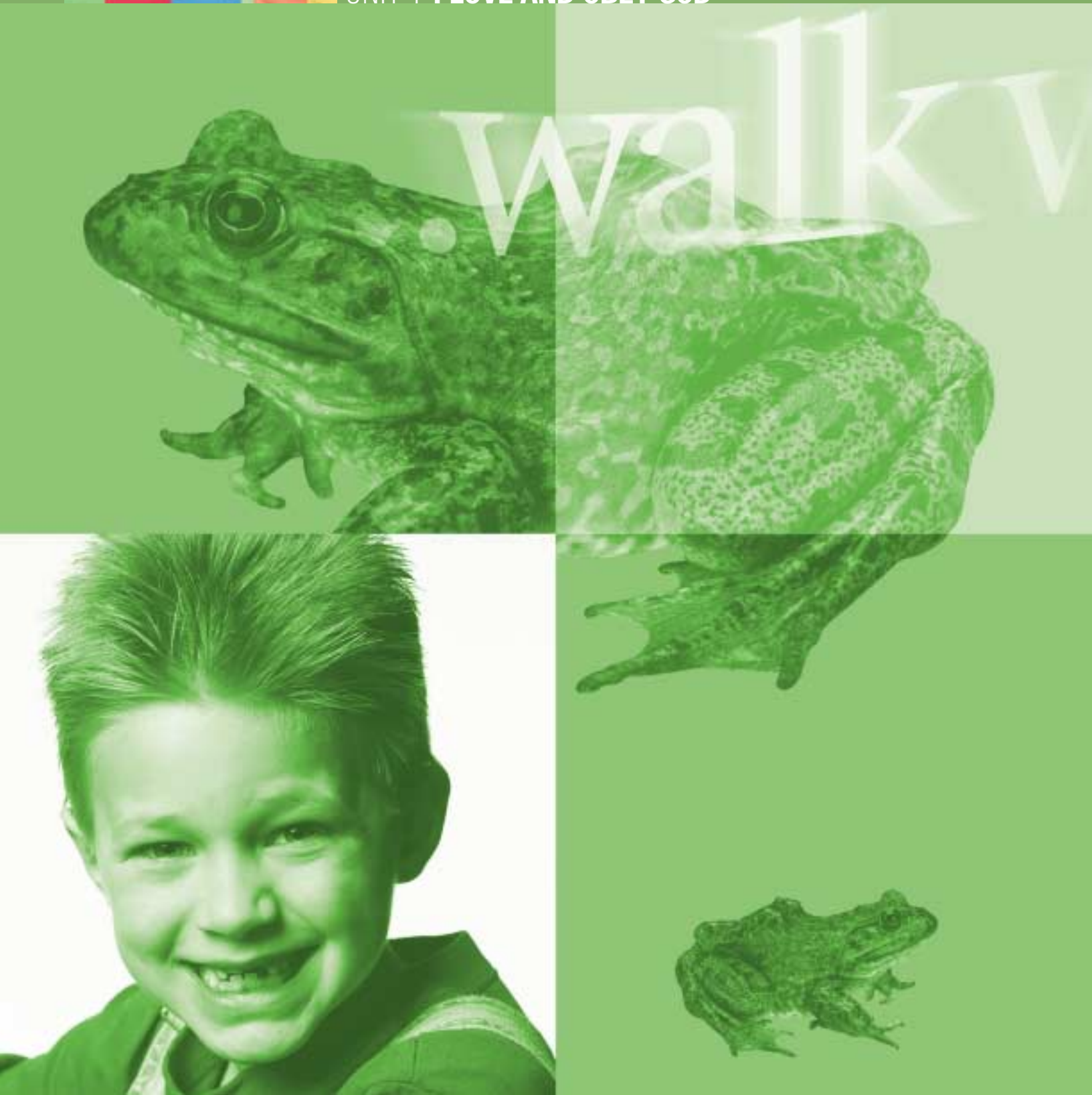


Sample

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Any questions or comments about this unit?
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Walk With Me

Kindergarten and Grade 1

Year 1, Unit 1: I Love and Obey God

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www.WalkWithMeOnline.org

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Ways to Get Others Involved

Many adults in your church who are not able to teach would love to use their gifts in other ways in your sessions. For this unit, consider asking other members of your congregation to do some of the following:

- Ask someone to purchase and prepare the family album introduced in session 1.
- Invite a photographer to take individual pictures of the children for the family album.
- Ask a research buff to find resources that will enhance your session, such as a recording of Saint-Saens's "Carnival of the Animals" (session 1) and examples of animal horns or a shofar (the ram's horn that Joshua blew at the battle of Jericho).
- Find someone who will buy envelopes and send the cards that the children will make in session 2.
- Invite a woman to appear as Rahab and dramatically sing or tell her story in sessions 3 and 4.
- Enlist someone to help with the service project (optional) in session 3.

Where will you find these volunteers? Begin with prayer; commit your specific needs to the Lord. God may bring people to mind. Share your needs with others who are interested in children. Sharing needs often brings good suggestions from others. Take notice of people who enjoy children, and ask them if they'd be willing to help. Place engaging notices in the church newsletter or bulletin. Be specific about your needs and the commitment required.

And when volunteers have given their gifts of time and talent, do show your appreciation. The children can write thank-you cards, or you could ask the volunteers to visit at a specific time so you and the children can express warm thanks.

Remember, when you share the load, you also multiply the joy!



Getting Started

Welcome to *Walk With Me*—a church school curriculum for preschool through grade 8. The sessions in this unit are designed with you and the children you lead in mind. Sessions are

- biblical and Reformed
- kid-friendly
- easy-to-use

They will help you and your children to

- grow faith
- build community
- celebrate diversity
- have fun!

Biblical and Reformed describes the lens through which these sessions focus on both Scripture and life. This curriculum takes the Bible's teachings seriously and helps make the Reformed faith come alive. You'll find recurring themes in *Walk With Me* units that are rooted in the Bible and lived out in our everyday experiences as children of God.

Kid-friendly means these sessions are developed specifically for the age level you are teaching. It also means the sessions include activities that will appeal to the many different ways the kids in your group learn—through words, music, art, drama, and nature, and through personal reflection and interaction with others. (See p. 5 for a more detailed explanation of these different learning styles.)

Easy-to-use means we've thought about how important your time as a leader is and that we've tried to make these session plans easy to follow and easy to teach. The detailed description of the sessions on pages 6-7 will make it clear that leading *Walk With Me* sessions can be as easy as 1, 2, 3.

When we say *Walk With Me* **grows faith**, we mean that these sessions aim to do a lot more than fill kids' heads with knowledge. They're designed to touch the hearts of both leaders and children and encourage them to live out their faith.

Our emphasis on **building community** means that we encourage you and the children to become a small group together—to care for each other, to hold each other accountable for learning and growing, to encourage each other, and to have fun together. In your group everyone should feel accepted, loved, and safe.

Walk With Me sessions **celebrate the diversity** of God's family and encourage children to do the same. Because our writers and consultants come from a variety of races and cultures, your children are challenged to see truths and hear stories in ways that may be new to them—and through their learning to grow in a love and appreciation for all parts of God's family.

Have fun! We believe children learn best when your sessions together are fun and active. *Walk With Me* sessions include lots of games, drama, music, and other fun activities that will keep the kids you teach eager to come back for more.

We hope that these values of the *Walk With Me* curriculum will take root in your teaching and help you lead and develop a group of kids who walk with the Lord.

Walk With Me Resources on the Web

Check out our website, www.WalkWithMeOnline.org, for a variety of resources, including the following:

- philosophy and goals of the curriculum
- scope and sequence of the curriculum
- sample session plans
- a helpful list of age-level characteristics of the kids you teach
- tips for working with children who have learning disabilities, attention disorders, mental impairments, and physical disabilities
- samples of the many different types of children's resources *Walk With Me* offers

Tailoring Your Sessions to the Ways Children Learn

How do children learn? The answer to that question can be almost as varied as the children in your group. Some learn best through words. Others through music. Still others through nature or through movement.

Sessions in the *Walk With Me* curriculum try to respect the many ways children learn. *Walk With Me* sessions include a wide range of activities that speak to children with the following types of intelligence (based on Howard Gardner's theory of multiple intelligences). Within each session, the icons below highlight the learning styles represented by each activity. As you teach, you'll begin to get a sense for how the children in your group learn best. Children who are



Word Smart

learn best through verbal activities (listening, reading, or speaking), including discussions, worksheets, writing, reading, storytelling, and word games.



Number Smart

learn best by exploring patterns and relationships through activities such as problem solving, logical puzzles or games, making charts and graphs, or putting things in sequence.



Picture Smart

learn best by visualizing concepts. These kids enjoy viewing maps, slides, pictures, videos, and diagrams; making jigsaw puzzles; and expressing their ideas with shape, color, and design.



Body Smart

learn best by using their bodies, acting things out, using puppets, moving—anything hands-on.



Music Smart

learn best through sound, music, and rhythm—playing musical instruments, writing their own songs and raps, listening to recordings, singing, and so on.



People Smart

learn best through doing things with others, cooperating and working in small or large groups, role playing, conversations, brainstorming, and other interactive exercises.



Self Smart

learn best by working independently through such things as writing in a journal, meditating, reading, and reflecting.



Earth Smart

learn best through activities connected to living things and natural phenomena, through nature walks, examining plants and animals, nature experiments, and activities that focus on ecology.

—The ideas on this page are based on material from the following resources: *Multiple Intelligences in the Classroom* by Thomas Armstrong, © 2000, and a chart prepared by Donald L. Griggs, Livermore, California.

A Look at the Session Plan

Walk With Me curriculum supplies leaders with a step-by-step guide for each session. These two pages will help you know what to look for and how to use a typical *Walk With Me* session:

- ❶ The Bible story or Bible passages your session will focus on are clearly listed on the first page of each session. You'll want to allow time for reading the passages as you prepare to teach.
- ❷ Each unit includes Memory Fun—a Scripture passage that everyone may learn over the four-session period. Although we believe memory work is an important tool for helping young believers keep God's words in their hearts, we recognize that not all teachers will have time to include memory work in their sessions. So suggestions for helping children learn these passages are usually optional.
- ❸ Here you'll find the key teaching or theme of the session.
- ❹ This session planner outlines the session for you, both main steps and options. By checking the boxes before the steps you plan to use, you can create a session plan that fits the needs of your group.

The collage displays various components of the *Walk With Me* curriculum. At the top left, a page features a large number '1' and a list of session steps: Scripture (Genesis 12:1-17), Memory Fun (John 14:15), Focus (Noah obeyed God, and God saved Noah's family), and WORDSearch (Think About It: In Noah's day the wickedness of people had become so painful that God regretted having created them, God's decision to do away with them is flavored by deep grief. Make sure your class senses that this was a very difficult decision for God to make.). To the right, a 'Session Planner' table lists activities and their durations. Below this, a 'Think About It' box contains a passage about Noah's faith. Further down, a 'Memory Fun' box includes a passage about Noah's ark. On the right side, a 'Session Planner' table lists activities and their durations. Below this, a 'Memory Fun' box includes a passage about Noah's ark. At the bottom, a 'Session Planner' table lists activities and their durations. Below this, a 'Memory Fun' box includes a passage about Noah's ark.

Activity	Duration
Prayer	10 minutes
Options: Animals for Noah's Ark	10 minutes
Read New Noah obeyed God	10 minutes
God's Story: Noah	10 minutes
Love and obey God	10 minutes
Family Affairs	10 minutes
Share ways that we can obey God this week	10 minutes
Musical Foundations	10 minutes
Options: Prayers	10 minutes
Over Time	
Worship: Animal Parade	10 minutes
Database Statistics	10 minutes

Activity	Duration
Prayer	10 minutes
Options: Animals for Noah's Ark	10 minutes
Read New Noah obeyed God	10 minutes
God's Story: Noah	10 minutes
Love and obey God	10 minutes
Family Affairs	10 minutes
Share ways that we can obey God this week	10 minutes
Musical Foundations	10 minutes
Options: Prayers	10 minutes
Over Time	
Worship: Animal Parade	10 minutes
Database Statistics	10 minutes

Other Walk With Me Leader Resources

Music

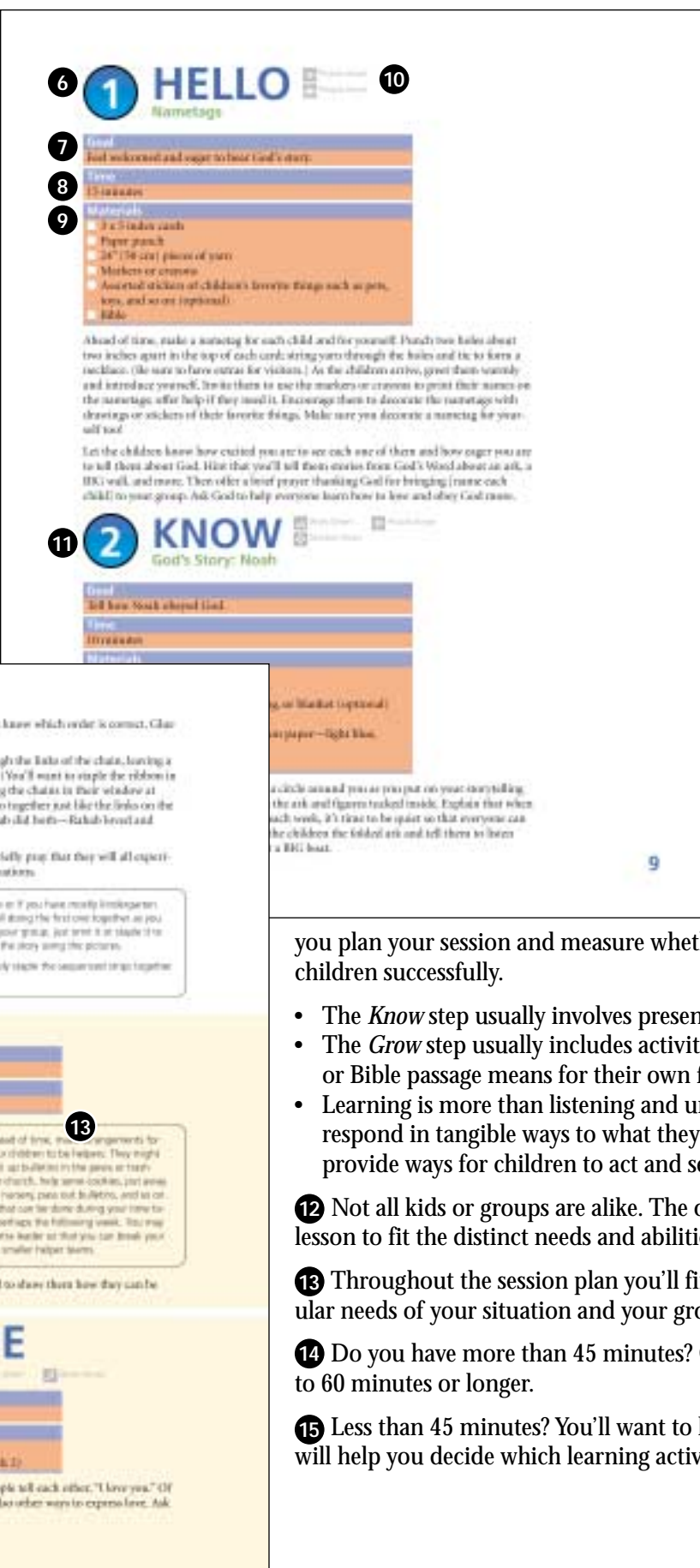
At the back of each leader's guide you'll find the music and words of the songs that are suggested and often used in the sessions. These songs are also on the CDs that accompany this curriculum (available separately).

Reproducible Pages

Sometimes you'll need patterns, activities, or worksheets to enhance your session. You'll find these at the back of each leader's guide.

Leader's Resources

As you opened this leader's guide, you probably noticed the colorful resources that were stapled into it. These pictures, charts, posters, and other visuals are designed to help you lead the sessions. Each page is clearly labeled with the session number it was created for.



5 This section is for you, the leader. It's meant to help you

- understand the background of the Scripture you're teaching (Think About It).
- look for new ways to grow spiritually (Pray About It).
- think about ways that this Scripture connects with the lives of the children you teach (Tell About It).

6 Each session is divided into four steps. The Hello step gives you suggestions for fun, interactive things to do as the children arrive, activities that will hook their attention and make them want to learn more.

7 Each step includes a goal that will focus your teaching on what the children should learn and do.

8 Each step or alternate activity includes an estimate of how much time it will take.

9 You'll find a list of materials needed for each step and each alternate activity in the session.

10 These symbols will tell you which kinds of learners will benefit most from an activity (see descriptions on p. 5).

11 The Know, Grow, and Show steps will help

you plan your session and measure whether you've succeeded in leading and teaching the children successfully.

- The *Know* step usually involves presenting the story or Scripture to the children.
- The *Grow* step usually includes activities that help the children recognize what the story or Bible passage means for their own faith and life.
- Learning is more than listening and understanding. We want to encourage everyone to respond in tangible ways to what they've learned. The *Show* step includes activities that provide ways for children to act and serve.

12 Not all kids or groups are alike. The options in these sessions help you customize your lessons to fit the distinct needs and abilities of the children you teach.

13 Throughout the session plan you'll find tips that will make it easier to meet the particular needs of your situation and your group.

14 Do you have more than 45 minutes? Overtime ideas will help you expand your session to 60 minutes or longer.

15 Less than 45 minutes? You'll want to look for the clock symbols in most sessions that will help you decide which learning activities you can cut or shorten.



1

Noah

Scripture

Genesis 6:5-9:17

Memory Fun

John 14:15

Focus

Noah obeyed God, and God saved Noah's family.

WORDSearch

Think About It

In Noah's day the wickedness of people had become so painful that God regretted having created them. God's decision to do away with them is flavored by deep grief. Make sure your class senses that this was a very difficult decision for God to make.

Pray About It

Notice how deeply our sin wounds God and how incredibly gracious God is in promising never to send such destruction again. God would rather tolerate our sin than lash out in anger like this again. He only did that once more—on Golgotha. There he visited on his own dear Son the punishment we all deserve. Thank God for such patience and love. Pray that you may reflect those qualities as you lead your class this week.

Session Planner

Hello *Feel welcomed and eager to hear God's story.*

☐ Nametags 15 minutes

☐ Option: Animals for Noah's Ark 10 minutes

Know *Tell how Noah obeyed God.*

☐ God's Story: Noah 10 minutes

Grow *Love and obey God.*

☐ Family Album 10 minutes

Show *Show ways that we can obey God this week.*

☐ Musical Pantomime 10 minutes

☐ Option: Posters 10 minutes

Overtime

☐ Worship: Animal Parade 15 minutes

☐ Rainbow Mobiles 15 minutes

One man "found favor in the eyes of the Lord" (Gen. 6:8). This is pure grace given to Noah and his family. Don't give the idea that being righteous and blameless earned Noah the right to be saved. Nothing we do is ever good enough to save us. Only Jesus Christ was that good. The text helps us get it right: Noah "found favor." The Lord never gives up on those who "walk with God" (v. 9).

God gives Noah careful instructions on building the ark and bringing two of every living creature into it. Emphasize as you tell this story that "Noah did everything just as God commanded him" (v. 22). Noah's faith (Heb. 11:7) leads him to obey God, right down to the smallest detail.

The story of the flood is told in living color. All people and animals not adrift on the ark are wiped out by the water.

Imagine Noah's family's fear and anxiety. Were they doomed to float aimlessly on the water until they all died too? But then "God remembered Noah and all the wild animals and livestock" (Gen. 8:1). Of course God didn't suffer a lapse of memory here. Throughout Scripture, when God "remembers" someone, it means that God performs the saving action that has been promised.

Their first clue that God "remembers" them is that the waters begin to recede. Emphasize Noah's mounting impatience as he sends out the raven and then the dove to search for dry land. It would have been no picnic cooped up with all those animals. Finally, on New Year's Day (8:13)—relief! God commands them to come out of the ark and to resume life on dry ground.

Then the final twist to this story. God decides never again to destroy all living creatures (v. 21) in such a horrible flood. From now on God will graciously and patiently tolerate sinful people. As Jesus tells us, God

Tell About It

How do you explain God's fearsome decision to send the flood? Make clear to your class that God starts over with Noah and his family in order to give humankind a fresh start and another chance. The kids may remember starting projects that went so badly that they either had to just give up or had to start over. God loves us too much to give up on us. So God started over.

“causes his sun to rise on the evil and the good, and sends rain on the righteous and the unrighteous” (Matt. 5:44).

As a sign of that covenant promise, God uses the rainbow. Appearing so brilliantly after the rain, it reassures us that our world is in good hands—safe in the keeping of our faithful, patient Creator.

1 HELLO

Nametags

Picture Smart
People Smart

Goal

Feel welcomed and eager to hear God’s story.

Time

15 minutes

Materials

- 3 x 5 index cards
- Paper punch
- 24" (50 cm) pieces of yarn
- Markers or crayons
- Assorted stickers of children’s favorite things such as pets, toys, and so on (optional)
- Bible

Ahead of time, make a nametag for each child and for yourself. Punch two holes about two inches apart in the top of each card; string yarn through the holes and tie to form a necklace. (Be sure to have extras for visitors.) As the children arrive, greet them warmly and introduce yourself. Invite them to use the markers or crayons to print their names on the nametags; offer help if they need it. Encourage them to decorate the nametags with drawings or stickers of their favorite things. Make sure you decorate a nametag for yourself too!



As the children work, introduce them to one another and tell them how happy you are to have them join you each week. Then invite the children to show their nametags and tell about their favorite things. After each introduction, have the group greet the child by saying something like “Hi, [child’s name].”



A child too shy to participate in this activity will appreciate being introduced. Say her name and notice her favorite things (maybe pointing out things that are the same as one of yours or another child’s). It may take several weeks before a shy child is ready to participate, but your warmth and patient understanding will draw her back each week.

Let the children know how excited you are to see each one of them and how eager you are to tell them about God. Hint that you’ll tell them stories from God’s Word about an ark, a BIG wall, and more. Then offer a brief prayer thanking God for bringing [name each child] to your group. Ask God to help everyone learn how to love and obey God more.

Animals for Noah's Ark

Body Smart

Earth Smart

Time

10 minutes

Materials

- ☐ Nametags decorated with animal stickers
- ☐ Newspapers
- ☐ Animal story visuals (leader's resources)
- ☐ Play-Doh

Ahead of time, prepare nametags for the children and for yourself following the directions on page 9. Print each child's name on a tag and add one or more animal stickers. Cover tables with newspapers, and lay out the animal story visuals and fist-sized pieces of Play-Doh.

Invite the children to shape an animal something like one of those pictured on the visuals. Show them how to roll balls for bodies and heads and how to pinch out legs. Then invite them to share their sculpture with the group and tell what they especially like about the animal they made. Talk about God's wonderful creation, and giggle together about how God made elephants with big ears and long trunks, pigs with tiny ears and short snouts, and so on. Tell the children they'll be able to use the animals to help you tell the story later.



If buying Play-Doh isn't in your church budget, this recipe works well. Mix together:

- 4 cups flour
- 2 cups salt
- 4 Tbsp alum

Add:

- 4½ cups boiling water
- ⅓ cup baby oil
- a few drops of food coloring

Mix with a spoon until dough is cool enough to knead with your hands. Store in airtight container.



KNOW

God's Story: Noah

> Word Smart

N Picture Smart

∇ Number Smart

Goal

Tell how Noah obeyed God.

Time

10 minutes

Materials

- ☐ Bible
- ☐ Storytelling costume
- ☐ Carpet squares, small cushions, rug, or blanket (optional)
- ☐ Story visuals (leader's resources)
- ☐ Three 11 x 17 sheets of construction paper—light blue, dark blue, and green
- ☐ Rainbow-colored markers

Invite the group to sit on the floor in a circle around you as you put on your storytelling costume and hold up your Bible with the ark and figures tucked inside. Explain that when you dress up and hold up your Bible each week, it's time to be quiet so



Ahead of time, punch out the ark, people, and animals. Fold along the dotted lines and assemble as directed. Tuck the ark and figures inside your Bible to mark the story in Genesis 6. To make a rainbow backdrop, use markers to draw a rainbow on a sheet of light blue construction paper.

that everyone can hear a story from God's Word. Show the children the folded ark and tell them to listen carefully to hear what God said about a BIG boat.

Before you begin the story, ask the children to help you. Distribute the animal story visuals (give some children two if your class is small). Have them lay the animals on the floor in front of them. Clear a space on the floor for your "stage" and place the ark, the people, the dark blue and green construction paper, and the rainbow backdrop nearby.

The story follows:

A long, long time ago, God was very sad. The people in God's world did not love and obey God. All but Noah. **(Place Noah figure on "stage.")** Noah and his family still loved and obeyed God. **(Add Noah's wife and family.)**

God decided to punish the people who did not love and obey him—all but Noah and his family. God told Noah, "Listen carefully. I am very sad about this world. People do not love me. They do not obey me. I must get rid of them."

Noah listened carefully. Then God said, "Noah, I want you to build an ark—a BIG, BIG boat. I will send rain to destroy the world. It will rain for forty days. The water will cover the whole earth. But you and your family will be safe in the ark."

What do you think Noah said to God? Noah wondered about what God said, but Noah obeyed God. Noah and his family worked hard. They cut wood **(invite children to mimic sawing motion)**, and pounded nails **(invite children to mimic pounding motion)**, and lifted and carried heavy loads. Noah's neighbors began to see that Noah was building a giant boat! **(Display ark.)**

"Look at that!" said his neighbors. "Noah, what a silly thing to do! There's no lake here! There's no place anywhere to sail your boat. You're wasting your time!"

"No!" said Noah. "God told me to build this boat. God is going to destroy this world. Listen to God! God loves you and wants you love him and stop doing the bad things you do. It's not too late!" But the people just laughed. They didn't care!

But Noah loved and obeyed God. Noah kept on building, and finally the ark was ready. God said, "Noah, I want you to put all kinds of food in the ark for you and your family and all the animals I will save." What do you think Noah did? Yes, Noah obeyed God. Noah loved God.

Then God called the animals to come. And they came. Two by two they waddled and hopped and crawled into the ark. **(One by one, invite children to come and place their animal figures on the deck of the ark, placing some inside the ark if the deck becomes too full.)**

Then it was time for Noah and his family to go into the ark. **(Place Noah and his family on the deck.)** When every-



For this unit, we suggest that you wear a costume as you introduce and tell the story. The costume can be a robe, jacket or vest, or even just a cap or hat. (Aim for something a bit unusual though—a bright orange polka-dotted tie would get the kids' attention.) Putting on this costume signals that the story is about to begin and will help to establish a routine. Children can sit in a circle on carpet squares or small cushions or around a story rug or blanket. Teach the children to know that each time they come to this place, they should be ready to listen with ears wide open so they will not miss a word!





one was safely inside (move Noah and his family and the animals inside), God closed the door.

Then God sent the rain. It rained, and it rained, and it rained some more! (Invite the children to raise their arms and wiggle their fingers as they lower their arms, imitating the rain.) The lakes and the rivers filled up and overflowed (spread arms out wide). Soon the ark began to float. (Slide sheet of dark blue construction paper under ark.) It rained some more! It rained for *forty* days and nights. Water covered the whole earth! But Noah and his family and the animals were safe inside the ark.

Finally, it stopped raining. The water began to go down. It took a long, long time before the earth began to dry out again. Noah's family and the animals waited and wondered *when* it would be time to leave the ark.

At last it was time! God said, "Noah, the earth is dry. Now it's time to leave the boat." What do you think Noah did? Yes, Noah and his family obeyed God! (Slide sheet of green construction paper under ark. Take Noah, his family, and the animals out of the ark.)



You may feel uncomfortable telling this story, wanting to spare children the reality that many people and animals drowned. However, what is difficult for adults is often easy for children to accept because their experience is limited. They do understand that sin needs to be punished. Don't try to hide the truth if the children ask about this issue, but do highlight God's love and care for Noah.

The first thing Noah and his family did when they stepped onto dry land was to praise and thank God.

God was happy that the flood was over too. God put a beautiful rainbow in the sky. (Hold rainbow backdrop behind ark.) God said, "I will never send a flood to destroy the whole earth again. Never! It's a promise! When you see a rainbow in the sky, remember that I will never again send a flood to destroy the whole earth."

As the story ends, ask the children to tell you the name of the man who loved and obeyed God. Ask them to tell what Noah did to show that he loved and obeyed God.



When you're finished with the story visuals (ark, people and animal figures), don't throw them away! You may want to use them in session 4 (see option, p. 35).



GROW
Family Album

N Picture Smart
Body Smart

f1 Music Smart

Goal

Love and obey God.

Time

10 minutes

Materials

- ☐ Bible
- ☐ Scrapbook or photo album or three-ring binder with plastic sleeve on cover
- ☐ Family album cover (reproducible page 51)
- ☐ Bright-colored paper or cardstock
- ☐ Portrait of Noah (leader's resources)
- ☐ CD player
- ☐ Song: "True Story" (p. 41; CD, track 1)
- ☐ Song: "Who Built the Ark?" (children's take-home paper 1)



You can use the album throughout the year, creating a visual reminder of God's faithfulness as God's people obey him. At the end of the season, you can send the pictures you've taken throughout the year home with the children. It's a great way to say, "You belong to God's family."

During this unit you will make a family album. Ahead of time, photocopy the cover "God's Big Family" on bright-colored paper or cardstock. Glue the album cover to the cover of a scrapbook or photo album. Or slip the cover inside the plastic sleeve on the cover of a three-ring binder.

You'll be adding Noah's photo to the album during this session. In session 4, you and your children will add your own pictures to the album. To be sure you have a photo of each child, bring your camera to class each week so you can include children who join your group. Or invite a volunteer photographer to capture each child and you in action.

Open your Bible to John 14:15 and read this verse:

If you love me you will obey my commands.

Ask the children to say it with you one time. Then ask again how Noah showed that he loved God. Read the verse again like this: **Noah, if you love me you will obey my commands.** And Noah did! Noah obeyed God.

Show the family album cover to the children, and tell them that God has a *big* family of people who want to love and obey him. Noah belongs to God's family—and so do we! Invite a child to help you put Noah's picture in the album, and explain that you'll be adding more pictures to the book in the next few weeks. Hint that you'll be adding their pictures—and yours too—because they and you want to love and obey God.



John 14:15 is the Memory Fun verse for this unit. If you'll be asking the children to memorize this verse, you may want to have them say it with you a few times right now.

Play the first stanza of the song "True Story" a couple of times, then invite the children to join in on the shout ("Right there!") and the echo as you sing the narration. Introduce the motions, and invite the children to mimic you.

If you have time, sing the song "Who Built the Ark?" The words and music are printed in take-home paper 1.



SHOW

Musical Pantomime

Body Smart
Music Smart

Goal

Show ways that we can obey God this week.

Time

10 minutes

Materials

- Song: "I Can Obey" (to the tune of "Here We Go Round the Mulberry Bush")

Invite the children to share ways they can love and obey God at home and school all week long. Introduce the song "I Can Obey." To the tune of "Here We Go Round the Mulberry Bush," sing one or two stanzas like the examples given on page 14, encouraging the kids to pantomime the action the stanza suggests. Then give each child the opportunity to suggest a way to show love and obedience. For example, Eric might say that he can share his toys. Then invite the whole group to sing, "This is the way we share our toys . . ." as they pantomime the action.

prance and dance, some hop, some slither, and some skim lightly through the air; some are graceful, and others are clumsy. Yet all of them are praising God in their own way. Then play the music through one more time, and invite the children to pretend that they are animals who are parading to Noah's ark. Encourage them to move to the music, acting out the animal the music suggests to them.

Close your worship time by singing one or both of these songs:

- "Say to the Lord, I Love You"
- "Jesus, I Love You"

Rainbow Mobiles

> Word Smart

N Picture Smart

V Number Smart

Time

15 minutes

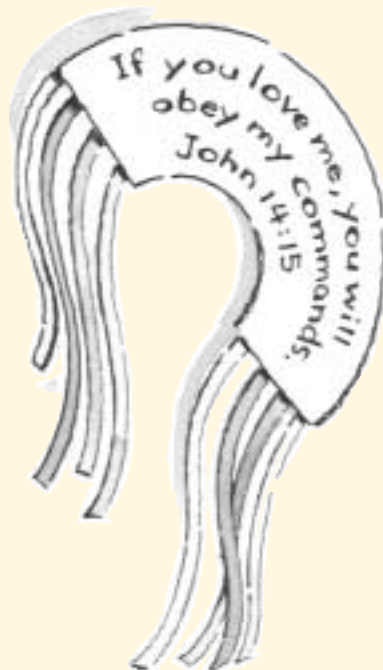
Materials

- ☐ Rainbow shapes cut from stiff paper plates
- ☐ Paper punch
- ☐ 24" (60 cm) lengths of yarn
- ☐ Markers or crayons
- ☐ Bright-colored crepe-paper streamers, ribbons, or lengths of heavy yarn
- ☐ Glue or clear tape

Invite the children to make a colorful reminder of God's promises. Give each child a rainbow shape and have them write the memory verse on the shape with markers or crayons. (You'll want to print the verse on the chalkboard or newsprint for them to copy.) Then show them how to glue or tape crepe-paper streamers, ribbons, or lengths of yarn to both ends of the rainbow. Encourage the children to hang the mobiles at home as a reminder of God's promise.



Ahead of time, cut rainbow shapes from the rim of paper plates (you can make two shapes from each plate). If your children don't know how to write, write the Memory Fun verse (John 14:15) on the rainbow shapes. Punch a hole in the center of each shape, and attach a length of yarn.



2

Naaman

Scripture

2 Kings 5:1-16

Memory Fun

John 14:15

Focus

Naaman obeyed God, and God healed his leprosy.

WORDSearch

Think About It

Naaman's quite a guy: the victorious commander of the army of Aram and a devoted, respected family man. We're told, though, that it was *the Lord* who used Naaman to give victory to the king of Aram. God rules and determines the fate of all rulers and peoples of the world, including those we consider our enemies and those who don't even know God.

Pray About It

Rest assured that God accepts your worship, your prayers, and your service even when they are flawed. Own for yourself Jesus' invitation: "Come to me, all you who are weary and burdened, and I will give you rest" (Matt. 11:28).

Session Planner

Hello *Feel welcomed and eager to hear God's story.*

☐ Let's Pretend 10 minutes

☐ Option: "We Love and Obey" display 10 minutes

Know *Tell who healed Naaman and how.*

☐ God's Story: Naaman 10 minutes

☐ Option: Story with Puppet 10 minutes

Grow *Sense God's power to heal us.*

☐ "I Remember" Game 10 minutes

Show *Tell God about people we know who need healing.*

☐ Caring Cards 15 minutes

Overtime

☐ Worship: Community of Prayer 15 minutes

☐ Naaman Puppets 10 minutes

Naaman has leprosy. Like AIDS in our time, leprosy was an incurable disease viewed with horror and despair. This powerful and wealthy man is helpless and hopeless. He's doomed.

But a young Israelite girl, a slave of Naaman's wife, pipes up. If the general will only visit the prophet in Samaria, he will be cured. She states confidently that Elisha can do what nobody else can. So Naaman, observing proper diplomacy, secures the appropriate paperwork, pays a

courtesy call to the king of Israel, and then appears at the prophet's doorstep with camel bags stuffed with gifts. That's how things are done among the rich and powerful. But Elisha refuses to play that game. He doesn't even come out to meet Naaman. He simply sends a curt message: "Go, wash yourself seven times in the Jordan River" (2 Kings 5:10).

Naaman's furious because of Elisha's slight and the humiliating cure the prophet prescribes. Naaman expects magic and gets common sense. He doesn't catch the importance of the promise that Elisha has given him from God: "Go, wash . . . and you will be cleansed." He seems to think Elisha is insulting him—deliberately misinterpreting Naaman's disease as bad hygiene that a good scrubbing would easily fix.

Naaman's attitude changes drastically once he gives in to his servants' pleas. Completely healed, he quickly returns to Elisha and declares himself to be a worshiper of the one supreme God. He's still a rookie believer, erroneously thinking that he needs to pack along Israeli soil on which to sacrifice to the true God. But at least Naaman knows that he must worship only this one supreme God. He asks for a single concession, that he be excused for helping his master into the temple of the

Tell About It

Be sure to point out to your class the influence of this young Israelite slave girl. She wasn't afraid to speak about the God of her people and the great things the Lord could do. It saved her master's life and brought him to a saving knowledge of God. Let your children know how important it is for them to tell others about God. The psalmist hits it home: "From the lips of children and infants you have ordained praise" (8:2).

Ammonite god, Rimmon. Not doing so would get him killed. Elisha reflects God's broad-minded and gentle-spirited acceptance of any new believer, telling Naaman to go in peace.

In Naaman we see a person who comes from the outside to honor and worship the God of Israel. We see the mercy and goodness of God reaching beyond the "believing community" to those who are considered strangers. We see that God accepts their love and obedience as eagerly and sincerely as that of people who have served the Lord all their lives.



HELLO

Let's Pretend



Word Smart

Body Smart



People Smart

Self Smart

Goal

Feel welcomed and eager to hear God's story.

Time

10 minutes

Materials

- ☐ Band-aids, elastic bandages, empty pill vials, tongue depressors, cotton balls
- ☐ Stethoscope, rubber gloves, crutches, clipboard with paper and pencil
- ☐ White shirts or T-shirts
- ☐ Dolls and stuffed animals

Turn a section of your room into a doctor's office complete with medical supplies, equipment, lab coats, and patients. As the children arrive, invite them to pretend they are doctors and nurses taking care of sick babies and pets. As they play, prompt them to explain how they are using the supplies and equipment to make their patients better.

Ask the children if they think a doctor or nurse or a dad or mom would ever ask them to swim in a dirty river to get well. Exaggerate their likely "no" response, and then ask them if it would be hard to obey if someone said they must do this. Again, react to their response and admit that you've probably asked silly questions.

Take a minute or two to talk with the children about ways they obeyed God last week. Was it hard for them to obey? Encourage them to share their experiences.

Tell the children that today you're going to tell them another amazing story from God's Word about someone who learned to obey God. Then invite the children to join you in talking to God as they echo the words of this prayer:

Thank you, God (*echo*)
for the stories in the Bible. (*echo*)
Help us to listen (*echo*)
and to learn more about you. (*echo*)
Amen. (*echo*)



When the kids arrive, give them their name tags from last week's session. Be sure to keep extras on hand so that newcomers and visitors don't feel left out.

“We Love and Obey God” Display Picture Smart

Time

10 minutes

Materials

- ☐ Various shades of skin-colored cardstock or paper
- ☐ Child figures (reproducible page 53)
- ☐ Scissors
- ☐ Colored pencils or crayons and markers
- ☐ Yarn, scraps of fabric, buttons (optional)
- ☐ Glue sticks (optional)
- ☐ Tape or tacks
- ☐ Piece of construction paper with the caption “We Love and Obey God”

Ahead of time, photocopy the child figure patterns on the skin-colored cardstock or paper. To introduce Naaman to the group, make an enlarged copy of the boy figure and draw in features.

If some of your younger children might have difficulty cutting out the figures, cut them out ahead of time. (You’ll want at least one figure for each child.) As the children arrive, give each one a child figure and a pair of scissors.

Tell them to cut out the figures and draw facial features and clothes to look like a child they know who loves and obeys God. (It’s OK if they draw themselves!) If you wish, offer yarn, scraps of fabric, and buttons for making hair and clothes.

Help the kids write on their figures the names of children they were illustrating and place the figures on a wall in your room; add the Naaman figure you’ve made and the caption “We Love and Obey God” to your display.



A child with a visual impairment will feel included whenever you use tactile materials (such as yarn, fabric, and buttons, sandpaper, glitter, and so on) during an activity such as this.



KNOW

God’s Story: Naaman



Word Smart



Picture Smart



Body Smart



Music Smart

Goal

Tell who healed Naaman and how.

Time

10 minutes

Materials

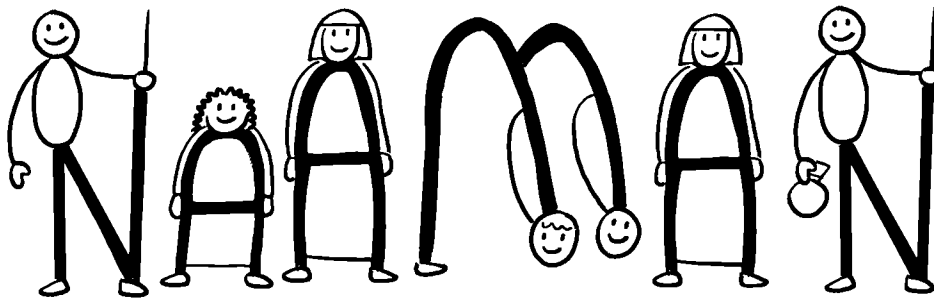
- ☐ Family album from session 1
- ☐ CD player
- ☐ Song: “True Story” (p. 41; CD, track 1)
- ☐ Storytelling costume
- ☐ Bible
- ☐ Naaman puppet (leader’s resources)
- ☐ Mural paper or white drawing paper and clear tape
- ☐ Yellow chalk
- ☐ Fine-tipped markers

We’ve suggested using a name banner to tell the story of Naaman. To make the banner, cut a strip of mural paper approximately 11" x 51" (28 cm x 129 cm) or tape six sheets of

drawing paper together. Mark the mural paper into six sections. On each section or sheet of paper, draw one letter of Naaman's name exactly like those in the sketch below. (Notice that the "A"s are all capital letters, but the first one is drawn shorter.) Roll up the banner, and make sure you have room on the floor or a table to lay it out as you tell the story.



As you tell the story, you will draw the characters as shown here:



If drawing the figures while telling the story seems difficult, be assured that the children are less critical of your efforts than you are. (If you're really concerned, draw a *very faint* pencil line before the session that you can trace as you draw the figures while you tell the story.) Children will be fascinated by the way a letter can change into a person.


Also punch out the Naaman puppet, fold so both sides show, and use it to mark 2 Kings 5 in your Bible. If you plan to tell the story with the puppet, follow the directions in the option on page 21.

Gather the children together in your storytelling area. Show the children the photo of Noah in the family album, and invite the children to share their memories of the story. To include those who missed the story last time, play the first stanza of "True Story" and ask the children to join in on the shout ("*Right there!*") and the echo as you sing or listen to the narration. (Add some or all of the motions too.)

Put on your storytelling costume and hold up your Bible as you tell the children that today's Bible story is about Naaman, a man who found it very hard to obey God. Show the Naaman puppet and then unroll the name banner and have the children say the letters. Reroll the banner so that just the N is showing.

The story follows:

Naaman was a very important soldier in the king's army. **(Draw Naaman's figure around the letter N as shown above.)** He helped the king fight and win many battles. When Naaman gave orders, everyone did what he said—right now!



But one day, something bad happened to Naaman. He got a terrible disease called leprosy. His skin became ugly and covered with sores. Naaman could not order someone to cure him. No doctor knew how to make him better. And Naaman did not know about God, so he could not ask God to heal him either. **(Using yellow chalk, put patches on Naaman's skin.)**

A little Israelite girl lived with Naaman and helped him around the house. **(Unroll the banner so the letter A is showing. Add features to create the Israelite girl as shown above.)** When she saw that Naaman had leprosy and that nobody could make him well, she said, "I know someone who can heal you! My God can make you better. God can do anything. Go to my country and talk to the prophet Elisha. He will help you!"

Naaman was very excited that someone could help him. So he loaded some precious gifts into his fancy chariot and went to find Elisha. **(Unroll the banner to the second letter A and create a drawing of Elisha as shown above.)** When he came to Elisha's house, Naaman thought, "Now the prophet will wave his hands over me, and God's power will make me well."

But that's *not* what happened. Elisha didn't even come out to welcome Naaman. Instead, Elisha sent a messenger to tell Naaman, "This is what God says you must do: 'Go, wash yourself seven times in the Jordan River, and the leprosy will be gone.'"

"No way!" Naaman said. "Why would Elisha's God tell an important man like me to take a bath in that dirty Jordan River? No way!"

But Naaman's servants said, "Sir, God told you to do this. If God had asked you to do something really hard, you would have tried to do it. Washing in the river is easy. At least try it. Please, sir. God told you to do it, so *please* try."

Finally, Naaman said, "Yes! I will do what God has told me to do. It doesn't make sense, but I will obey."

Naaman went to the river and dipped in. He dipped once **(unroll the letter M and draw Naaman with yellow spots on the first hump of the M as shown on p. 19)** . . . he dipped twice **(draw Naaman on the second hump of the M)** . . . Naaman looked at his skin. It was still covered with sores. He dipped three times . . . four times . . . five times . . . six times.

Naaman looked at his skin. It was *still* covered with sores. Then he dipped the seventh time. There was not a *bit* of leprosy left. **(Rub off chalk spots.)** Naaman was healed. He was a happy man!

(Turn to the last letters, A and N. As you continue, add features to these letters to create Elisha and Naaman as shown on p. 19.) Naaman and his servants were so happy as they rode back to Elisha's house. "Look, Elisha, I'm healed! God healed my disease!" Naaman told Elisha. "Now I know that there is no one as great as God. I want to love and obey only God always."

To say thank you, Naaman gave Elisha the gifts he had brought. "Oh, no," said Elisha. "Do not give me gifts. I am not God. It was *God* who healed you."

Naaman went back home. From that time on, Naaman loved and obeyed God.

Naaman's Story with Puppet


Option to
step 2

Time
10 minutes
Materials
<input type="checkbox"/> Naaman puppet (leader's resources) <input type="checkbox"/> Craft stick or tongue depressor <input type="checkbox"/> Clear tape <input type="checkbox"/> Margarine, ice cream, or yogurt container <input type="checkbox"/> Blue tissue or construction paper

Punch out the Naaman puppet; fold so both sides show. Insert a craft stick or tongue depressor in the bottom of the puppet and tape in place.



Select a container wide enough to hold the Naaman puppet. Cut a slit in the bottom for the craft stick or tongue depressor, and wrap blue tissue or construction paper around the container.



Begin the story showing Naaman on the craft stick. At the point where Naaman dips into the river, use the container as the river. Insert the puppet through the slit and pull Naaman up and down seven times. On the seventh time, turn the figure around to show the clean skin.

 When you're finished with the story visuals (name banner and/or puppet), don't throw them away! You may want to use them in session 4 (see option, p. 35).



GROW "I Remember" Game


 Picture Smart
 Body Smart

 Music Smart
 People Smart

Goal
Sense God's power to heal us.
Time
10 minutes
Materials
<input type="checkbox"/> CD player <input type="checkbox"/> CD of instrumental music <input type="checkbox"/> Song: "True Story" (p. 41; CD, track 1) <input type="checkbox"/> Family Album <input type="checkbox"/> Portrait of Naaman (leader's resources)

As you remove your costume, remind the children about the wonderful thing God did for Naaman—what a wonderful story from God's Word! Talk about how doctors and nurses, moms and dads, and other caregivers help us get well. Explain that it is *God who heals*, the doctors and nurses and all the others are God's helpers. God still makes people better.

Invite the children to play a game. Ask them to think of a time that God helped them or someone they love get better. Tell them to be very quiet as they remember. Choose one child to be the leader. Explain that this person will walk around the circle, touching each child's shoulder as you play soft music. When the music stops (about every 10-15 seconds), the person whose shoulder she's touching will tell how God helped him or someone he knows. Then the two children will trade places. The child who has just shared an experience now becomes the one who picks the next person to share.

 You might want to bring your group back to the play area with the medical supplies and equipment for the discussion and game. If time is short or your group is large, form two groups to play at the same time. Give a child the option of asking you to tell a time you remember if they can't think of one when they're tapped.

Play the second stanza of “True Story” once; then sing it again as the children shout, “Right there!” and echo the story lines. If you have time, add the motions too. Remind the children that we should love and obey God, just as Noah and Naaman did.

Bring out the family album and ask the group if Naaman belongs in the album. When the group affirms that he does, add Naaman’s portrait.



SHOW

Caring Cards

> Word Smart
People Smart

N Picture Smart

Goal

Tell God about people we know who need healing.

Time

15 minutes

Materials

- Caring cards (reproducible pages 55-56)
- Bright-colored paper or cardstock
- 9" x 6" envelopes
- Mini cupcake liners
- Sequins, tiny stickers, and so on in small containers
- Markers, colored pencils, and crayons
- Glue sticks

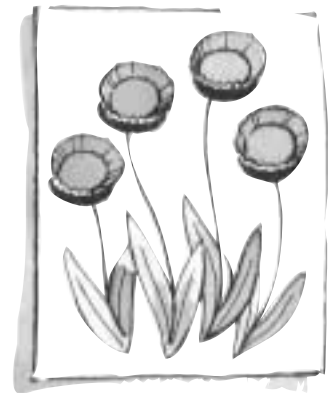
Before the session, copy the Caring Card pattern on bright-colored paper or cardstock, and fold the cards along the



Sometimes cards made in church school never reach their intended recipients because of the effort required to send them. Ask a volunteer to buy envelopes, track down names and addresses, and send or deliver the cards. Or choose one person to whom the whole class can send their cards and mail them in one large envelope. Elderly people and shut-ins are especially touched by such gifts of thoughtfulness.

broken line. Make enough copies for each child in your group, plus a few extras for visitors or newcomers. Make a sample card to show the children as illustrated here.

Review with the children how Naaman’s servant girl helped him and encouraged him. Tell the children that they can also help someone who is sick or sad by telling God about them and by sending cards.



Show the children the sample card you made. Ask if they know someone they would like to cheer up. Be prepared to suggest someone the children might know who needs encouragement (people who

are sick, someone who has experienced a death in the family, elderly people who live in a nursing home, and so on).



As adults we realize that not all sick people are healed, no matter how faithfully we pray. A child may have experienced that too and mention that daddy died or grandma doesn’t get better even though many prayers were offered. Don’t try to explain God’s sovereignty. Listen and affirm their grief. Remind them that God always loves us no matter what. Celebrate this today!

Give each child a caring card and four mini cupcake liners. Set out small containers of sequins, stickers and so on, plus markers, colored pencils, or crayons. Show them how to glue the liners in place to make flowers, and encourage them to decorate the border inside the card or add designs of their own. Have the children sign their names on the blank line. (There’s room on the back of the card if the kids want to add their own messages.)

Gather your children in a circle for prayer. Ask each child to say a simple sentence prayer for the person who will receive the card: “God, please help [name] get better.”



OVERTIME

Worship



Word Smart



Picture Smart



Body Smart



Music Smart

Time

15 minutes

Materials

- ☐ Songs: “Say to the Lord, I Love You” (p. 45; CD, track 2); “Jesus, I Love You” (p. 46; CD, track 3); “Jesus Loves Me” and other favorite joyful songs
- ☐ Rhythm instruments (optional)
- ☐ Light-colored construction paper
- ☐ Pencils
- ☐ Scissors
- ☐ Tacks or tape

Naaman felt joy when he was miraculously healed. To focus your worship on joy, sing songs like “Say to the Lord, I Love You,” “Jesus, I Love You,” “Jesus Loves Me,” and other favorite joyful songs. Invite children to clap or play rhythm instruments to express their own joy for healthy bodies.

Then tell the children this story about a boy named Samten:

Samten lives in a village near the northeast border of India. Like so many in the village, Samten’s family is very poor.

When he was only six years old, missionary doctors told Samten’s parents that he had leprosy. The soles of his feet were so badly cracked that he couldn’t walk. His mom and dad were sure Samten would never grow up like other children.

Other families in the village wouldn’t let their children play with Samten. Samten felt very sad and lonely. Samten’s mom and dad wondered if he would be allowed to go to school.

When the missionaries saw how Samten was being treated, they knew they had to teach the people about leprosy. The whole village learned to love Samten and his family, and, best of all, Samten got to go to school with other boys and girls.

The missionaries brought medicine for Samten’s sore feet and helped Samten’s parents pay for his school uniforms. Samten and his parents are so thankful that he is growing up just like you.

—Adapted story © The Leprosy Mission International, www.leprosymission.org/htm/about/meet.htm, May, 2002

Samten’s missionary friends wanted to show they loved and obeyed God. One of the ways they did that was to use their hands to bring medicine for Samten’s sore feet. We can use our hands to show we love and obey God too. Encourage the children to think of some examples. To remind your children that they can use their hands, help them trace their hands on construction paper, cut out the shapes, and print their names on the hands. Add the hands to the “We Love and Obey God” display.

Close with a prayer, thanking God for missionaries who love and obey God and help others get well.

Naaman Puppets > Word Smart N Picture Smart

Time

10 minutes

Materials

- ☐ Naaman puppet (children's take-home paper 2)
- ☐ Paper or Styrofoam cups
- ☐ Craft sticks or plastic straws
- ☐ Blue tissue or construction paper or blue markers
- ☐ Scissors
- ☐ Glue or tape

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3

Rahab (The Spies)

Scripture

Joshua 2

Memory Fun

John 14:15

Focus

Rahab trusted in God and helped God's people.

WORDSearch

Think About It

How do we fit the pieces of this story together for kids? Spies are sent to

check out Jericho. A prostitute commits treason by hiding them, lying about their whereabouts, and helping them flee. Yet the Bible lauds Rahab as the ancestor of Jesus (Matt. 1:5), as a woman of faith (Heb. 1:31), and as an example of how we should act on our beliefs (James 2:25). So how will we explain *that* to children?

Realize that the Bible routinely highlights the weak character of those God calls to play a crucial role in salvation. There's ruthless, conniving Jacob. Then there's the adulterous, murderous David. There's the miserable tax collector Levi and the Christian-persecuting Paul.

Pray About It

Faith involves risk. Where is God challenging you to take risks? Where do you need to trust God more? Do you dare to throw your future into God's hands like Rahab did? What's God asking of you?

Session Planner

Hello *Feel welcomed and eager to hear God's story.*

☐ Building Jericho 10 minutes

☐ Option: Game: "I Spy" 10 minutes

Know *Explain why Rahab helped God's people.*

☐ God's Amazing Spy Story 10 minutes

Grow *Want to love and obey God as Rahab did.*

☐ Reliving Rahab's Story 15 minutes

Show *Express our own desire to love and obey God.*

☐ Red Rope Reminders 10 minutes

☐ Option: Helpers 15 minutes

Overtime

☐ Worship 10-15 minutes

☐ Story Riddles 10 minutes

Let's back up a bit. The Lord has commanded Joshua to cross the Jordan River to take possession of the land "I am about to give to . . . the Israelites" (Joshua 1:2ff.). Trusting that God will grant victory, Joshua prepares to invade the promised land.

As a responsible general, Joshua sends two spies to Jericho, the strongest city on the west bank of the Jordan. He wants to scope out just how well defended it is. The spies arouse suspicions, so they flee to Rahab's home. When the king of Jericho sends messengers asking for them, Rahab, against all expectations, hides them, sending their pursuers on a wild goose chase. Such treason could cost Rahab her life. Why take that risk?

Rahab has heard how the Lord delivered the Israelites from Egypt and brought them to Palestine. It's become common knowledge that the God of Israel is far superior to all the Canaanite gods. It scares the people of Jericho silly. So Rahab makes a deal. She will help the spies escape if they promise to protect her and her family when Jericho falls.

Tell About It

Jewish tradition refers to Rahab as an innkeeper. If you must identify her profession to the children, use that term. Of course, ancient inns were not like our modern motels. A single woman with male strangers staying in her establishment as guests was . . . well . . . morally suspect, to say the least. You can keep your class blissfully unaware of those nuances. It's her faith, not her reputation, that matters in this story.

The spies agree, giving her a sign. A scarlet cord hanging from the window of her home will alert the Israelites to the house they must spare.

Notice how Rahab shows her faith. She knows that God is the true God who has power to deliver Jericho into the hands of the Israelites. And she entrusts her life to God, believing that God will honor the promise made by the spies. That's why she willingly takes this risk.

This is an important lesson for children. True faith leads us to trust and obey God. Rahab isn't much of a moral example to us. But she's a shining example of faith. One we can and must follow.



HELLO

Building Jericho

> Word Smart
N Picture Smart

Body Smart

Goal

Feel welcomed and eager to hear God's story.

Time

10 minutes

Materials

- ☐ Dark-colored posterboard
- ☐ 8½ x 11 construction paper or cardboard (optional)
- ☐ Building blocks or shoe boxes (optional)
- ☐ Stickers (children's resources)
- ☐ Crayons or markers
- ☐ Clear tape
- ☐ Scissors

Ahead of time, cut sheets of posterboard into four pieces. (Or if you prefer, use construction paper or cardboard boxes cut into pieces approximately 8.5" x 11".) On one piece, cut a large gate that will swing open from the middle; on another piece, cut out a window near the top of the wall (see the illustration below).

Greet the children as they arrive, and invite them to help you build a wall for today's story time. Give each child one section of posterboard and a page of stickers. Have the children stick bricks and windows on the "wall."



To save time, see if your church has a collection of building blocks. Have the children build the walls of Jericho with blocks instead of paper. Or, have the children put their stickers on shoe boxes. Use the wall as the centerpiece for the storytelling time.

While the children are working, explain that they are making walls to go around a city called *Jericho*. Let them know that the story today is about that city and a very special woman who lived there. Ask the kids to repeat the name of the city with you.

Tape the wall sections together, adding the gate and window sections you prepared. Tape the

wall together in the shape of a circle and place it in your storytelling center. If your group is small, you'll want to prepare a few wall sections yourself. If you decide to do the optional activity instead ("I Spy," below), build the entire wall yourself before the session so that you'll have it to tell the story.

Your finished wall should look something like this:



Lead the children in this prayer litany:

Thank you, God (*echo*)
for the stories in the Bible. (*echo*)
Help us to listen (*echo*)
and to learn more about you. (*echo*)
Amen. (*echo*)

Option to
step 1

ion option option option option

Game: "I Spy"

Body Smart

People Smart

Time

10 minutes

Materials

- ❑ Large magnifying glass
- ❑ Eye-catching objects (ball, doll, book, cap, and so on)

As the children arrive, play the role of a spy, using a magnifying glass to hunt for things you've placed around the room. Quickly give up your hunt and insist that you'll need the children to help you. You need them to be *spies*. Gather them around you and explain that a spy does a lot of looking and listening and sniffing around, but very little talking. Spies need to be alert!

Give the children an example. If you have a red ball in your room you might say: "I spy with my very good eye something that is red and round." The children may ask questions that can be answered with either yes or no. They might ask: "Is it by the piano? Can we eat it?" The person who guesses correctly gets the object and brings it into the circle. Continue giving clues until all the objects have been found. (If some of your children seem eager to give the clues, let them hold the magnifying glass and be the leader.)



If you have children with visual limitations in your group, adapt the game by including clues that involve smell, sound, surface texture, and use. Avoid the phrase "I spy with my very good eye," and say instead, "I spy! Could be low, could be high; could be wet, could be dry. It's something that is . . ."



KNOW

God's Amazing Spy Story

N Picture Smart
Body Smart

f1 Music Smart

Goal

Explain why Rahab helped God's people.

Time

10 minutes

Materials

- ❑ Story puppets (leader's resources)
- ❑ Craft sticks or tongue depressors
- ❑ Glue or clear tape
- ❑ Play-Doh
- ❑ Storytelling costume
- ❑ Bible
- ❑ Red ribbon or yarn
- ❑ Jericho walls (see Hello activity)

As you put on your storytelling costume and hold up your Bible, hint that the story from God's Word is about a BIG wall and SPIES—and a special woman and a red rope.

Explain that Jericho was a city in the land where God's people lived, and that it was surrounded by a big wall. God had promised to give Joshua and God's people this city, but how would they ever get past this big wall? Then introduce the puppets:

- **Spies:** explain that these spies were sent by their leader, Joshua, to look for ways that God's people could take over Jericho. Being a spy was dangerous work! **(Place the spies outside the walls.)**
- **King:** explain that a king who didn't love God ruled the city of Jericho. **(Place the king inside the walls.)**
- **Rahab:** explain that Rahab lived in Jericho, and tell the children to listen carefully to find out why Rahab wanted to help God's people. **(Place Rahab inside the wall, underneath the window you've cut out.)**
- **Soldiers:** tell the children that these soldiers worked for the bad king. **(Place them near the king.)**



Ahead of time, punch the story puppets out and glue or tape each one to a craft stick or tongue depressor. Stick each puppet in a base of Play-Doh to hold them upright.

Place a red ribbon in your Bible to mark Joshua 2.

The story follows:

(Move the spies closer to the wall as the stanza proceeds.)

1 God said, "Joshua, send two spies down to Jericho."
The spies went looking as God said,
here in Jericho.

Chorus:

With a look-look here, and a look-look there,
(shade eyes with hand, turn head from side to side)
here a look, there a look, everywhere a look-look—
The spies went looking as God said
here in Jericho.

(Place spies inside the wall. As the stanza proceeds, engage the soldiers and spies in a hide-and-seek chase inside the wall.)

2 King said, "We don't want those spies here in Jericho!
Find them, catch them, lock them up here in Jericho!"

Chorus:

With a hunt-hunt here, and a hunt-hunt there, **(use thumbs and forefingers to make circles in front of eyes, imitating binoculars)**
here a hunt, there a hunt, everywhere a hunt-hunt—
"Find them, catch them, lock them up,
here in Jericho!"

(Move king and soldiers to far corner away from Rahab. Move Rahab and spies up to the cut-out window.)



The story is written to be sung to the tune of "Old MacDonald Had a Farm."

But don't let that scare you; remember, you don't need a solo voice to capture your children's attention. If you're really unsure about this, ask someone in your church family to wear the storytelling costume and sing the story.

You may omit the chorus if your children have short attention spans. Or invite the children to sing and do the motions with you—they'll catch on after a stanza or two.

3 Rahab knew that God was great,
down in Jericho.
She hid those spies up on her roof,
down in Jericho.

Chorus:

With a hush-hush here, and a hush-hush there, (put finger up in front of mouth)
here a hush, there a hush, everywhere a hush-hush—
Rahab knew that God was great,
down in Jericho.

(Attach red ribbon or yarn to Rahab's window; as the stanza proceeds, move the spies down the "rope.")

4 "With this rope I'll let you down,
out of Jericho.
Save us when you're back in town,
here in Jericho."

Chorus:

With a slide-slide here, and a slide-slide there, (move closed fists up and down as though climbing down rope)
here a slide, there a slide, everywhere a slide-slide—
"With this rope I'll let you down,
out of Jericho."

(Stand spies outside walls; Rahab is looking out the window.)

5 Spies said, "We won't forget this day,
here in Jericho.
Keep that rope there, just that way,
here in Jericho. "

Chorus:

With a swing-swing here, and a swing-swing there, (fist moves imaginary rope from side to side)
here a swing, there a swing, everywhere a swing, swing—
Spies said, "We won't forget this day,
here in Jericho."

Now ask the children if they can answer this question: **Why did Rahab help God's people?** Explain that Rahab had heard about our great God and trusted God. Sing these lines together: "Rahab knew that God was great, down in Jericho!"



GROW

Reliving Rahab's Story

Body Smart

Music Smart

Goal

Want to love and obey God as Rahab did.

Time

15 minutes

Materials

- ☐ Story puppets
- ☐ Extra soldier puppets (optional)
- ☐ CD player
- ☐ Song: "True Story" (p. 41; CD, track 1)
- ☐ Family Album
- ☐ Portrait of Rahab (leader's resources)



This is a great story to re-enact. Play the third stanza of “True Story” and have children pantomime the parts, using the puppets. Or if you prefer, sing the story again as the kids pantomime.

After reliving the story, gather the children around you and ask them to think about the people in the story.

Prompt their reflection with questions like these:

- Which character do you wish you could have been?
- Which people were afraid in the story? Would you have been afraid?
- Why was Rahab so brave? Would you have dared to do such a thing?
- Do you think the spies will remember to save Rahab when they return? (Invite everyone back for next week’s story!)
- Who loved and obeyed God in this story?

As you conclude that Rahab and the spies loved and obeyed God, add their portrait to the family album. Tell the children that because Rahab and the spies loved and obeyed God, we know that they are part of God’s family. Take just a moment to page back through the book, remembering others who loved and obeyed God. If you have time, play all three stanzas of the song “True Story” again.



If your group is large, you may want to photocopy the soldier puppets from the leader’s resources so that each child has a puppet. (Use a light setting as you copy the visual on cardstock; color with markers.) Or have some of the children be the walls of Jericho; have them hold hands as they form a circle.



Save the Jericho wall and the story puppets for use in the next session.



SHOW

Red Rope Reminders



Number Smart



Body Smart



Picture Smart

Goal

Express our own desire to love and obey God.

Time

10 minutes

Materials

- 8" x 2" (20 cm x 5 cm) strips of red construction paper
- 24" (60 cm) lengths of red ribbon (optional, see tip, p. 32)
- Bible
- Stickers (children’s resources)
- Markers or pencils
- Gluesticks or tape
- Stapler

Ahead of time, cut six or more strips of red construction paper and one length of red ribbon for each child. Place one length of ribbon in your Bible to mark the Memory Fun passage (John 14:15). Open your Bible and read the verse to the children. Have them say it with you once. Tell the children that loving and obeying God go together. They are hooked together and can’t be separated—like links in a chain.

Invite the children to make a chain that will remind them to love and obey God. Hand out the red construction paper strips and the stickers. Have the children apply one sticker to each strip of paper and print their names on another. Then arrange the pictures in the right sequence, putting their names at one end. Point



out that they should look at the pictures to help them know which order is correct. Glue or tape the strips together, creating a paper chain.

Show the children how to weave the red ribbon through the links of the chain, leaving a length on top for a hanger and a tail at the other end. (You'll want to staple the ribbon in place at the top of the chain.) Encourage them to hang the chains in their window at home to remind them that loving and obeying God go together just like the links on the chain. And the red ribbon will remind them that Rahab did both—Rahab loved and obeyed God.

Gather your children together in the parting circle. Briefly pray that they will all experience God's nearness this week, especially in tough situations.



This activity requires the sequencing of events. If your class is large or if you have mostly kindergarten children, have the entire class glue the strips as you guide them, all doing the first one together as you describe the picture. If weaving the ribbon seems too difficult for your group, just omit it or staple it to the first link. Once the chain is together, the children will be able to retell the story using the pictures.

If the chain activity doesn't appeal to you or if you have limited time, simply staple the sequenced strips together to form a book.

Option to
step 4

option option option overtime overtime overtime

Helpers

People Smart J Self Smart

Time

15 minutes

Materials

None needed

Remind the children that Rahab didn't just say she loved and obeyed God. Ask them how Rahab *showed* that she loved and obeyed God. Then invite your group to be helpers right now and explain what tasks you'd like them to help with around the church.

When you're finished, gather your group back in your meeting place and thank them for *showing* that they want to love and obey God. Close with a prayer asking God to show them how they can be helpers at home and school this week.



Ahead of time, make arrangements for your children to be helpers. They might pick up bulletins in the pews or trash around the church, help serve cookies, put away toys in the nursery, pass out bulletins, and so on. Pick tasks that can be done during your time together or perhaps the following week. You may want an extra leader so that you can break your group into smaller helper teams.



OVERTIME

Worship

Word Smart

Body Smart

Music Smart

Time

10-15 minutes

Materials

CD player

Song: "Say to the Lord, I Love You" (p. 45; CD, track 2)

Begin your time of worship by talking about how people tell each other, "I love you." Of course, some people say it with words, but there are also other ways to express love. Ask

4

Rahab (The Fall of Jericho)

Scripture

Joshua 6

Memory Fun

John 14:15

Focus

Rahab and all the people were amazed by God's power.

WORDSearch

Think About It

The story of Jericho's fall begins with these simple words: "Now Jericho was tightly shut up because of the Israelites. No one went out and no one came in" (Josh. 6:1).

Pray About It

What walls do you need God to break down in your life? Do you dare to trust and obey? How will you receive the strength of faith to do that? Pray for courage and patience. God's time frame isn't anything like ours. As James tells us: "Consider it pure joy . . . whenever you face trials of many kinds, because you know that the testing of your faith develops perseverance" (1:2-3). In God's good time those walls *will* drop.

that the city is Israel's for the taking. But Joshua receives very odd instructions. The Israelites must march once around the city for six days, then on the seventh day march around it seven times. Then, as they shout and blow their trumpets, the wall will collapse, and they'll be able to walk right in and take the city. It must have taken a ton of faith for the Israelites to carry out this strange plan. But it's by faith that these walls fell down (Heb. 11:30). Make sure your class understands that this victory is a gift from God.

The fact that everything and everyone in the city was destroyed makes it even more remarkable that Rahab and her family were spared. Joshua sends the two spies with the specific task of finding Rahab's house and

Session Planner

Hello *Feel welcomed and eager to hear the rest of Rahab's story.*

☐ Dramatic Play 10 minutes

☐ Option: Story Centers 15 minutes

Know *Tell how God saved Rahab and God's people.*

☐ God's Story: Rahab 10 minutes

Grow *Put our trust in God as Rahab and the people did.*

☐ God's BIG Family 15 minutes

☐ Option: Self-portraits 15 minutes

Show *Give thanks for ways in which we see God's power around us.*

☐ Dance for Joy 10 minutes

Overtime

☐ Worship 10 minutes

☐ Shofars 15 minutes

Archaeologists tell us that Jericho had an outer stone wall two yards thick and an inner one three yards thick. Between those two were tons of dirt and rubble. It was too high for attackers to climb and too thick to dig through. Besides, the defenders could stand on the wall and throw javelins or shoot arrows at anyone foolhardy enough to get close. The wall made the people of Jericho invulnerable to attack.

They probably felt really safe behind those walls. But the lesson you and the children should draw from this story is that our only true safety is with God. "The Lord will keep you from all harm—he will watch over your life" (Ps. 121:7).

The Lord informs Joshua

Tell About It

The city of Jericho was to be utterly destroyed, except for the silver, gold, bronze, and iron objects, which went into the temple treasury. This was God's victory alone. All the spoils were to be sacrificed to God or given to the temple.

Such destruction may seem cruel to your class. It would be better to skip over it lightly. But keep in mind that the Lord has no pleasure in the death of the wicked (Ezek. 33:11). Point the class, instead, to God's mercy in saving Rahab and her family. God always shows mercy. Even in judgment God is a promise-keeper.

escorting her and her family to safety outside the city walls. They are welcomed into God's people (Josh. 6:25).

This story reaffirms the core of the Christian gospel that salvation is only from God. If we truly believe in the Lord, then we will trust and obey. We will rely on God to save us. Out of love for us, God's only Son came into our world to save us because we cannot save ourselves. We are saved only by true faith in Jesus Christ.

1 HELLO

Dramatic Play

> Word Smart
Body Smart

f1 Music Smart
People Smart

Goal

To feel welcomed and eager to hear the rest of Rahab's story.

Time

10 minutes

Materials

- ☐ Jericho wall from session 3
- ☐ Rahab story puppets from session 3
- ☐ Lego bricks or other building blocks (optional)
- ☐ CD player
- ☐ Song: "True Story" (p. 41; CD, track 1)

Set up the Jericho wall and the story puppets. As the children arrive, invite them to retell the story. Be sure everyone gets a chance to move one of the puppets; challenge some of the children to build houses for Rahab and for the king and his soldiers.

Gather the kids around you, and play the third stanza of "True Story." Have the children shout "Right there!," sing the echo, and mimic the actions. (This is a good way to include a child who wasn't with you last time.)

Express your joy that [name each child] is learning so much about God. Then lead the children in this prayer litany:

Thank you, God (*echo*)
for the stories in the Bible. (*echo*)
Help us to listen (*echo*)
and to learn more about you. (*echo*)
Amen. (*echo*)

Story Centers

> Word Smart

N Picture Smart

People Smart

Time

15 minutes

Materials

- ☐ Story visuals from session 1 (ark, people and animal figures)
- ☐ Story visuals from session 2 ("Naaman" name banner or Naaman puppet)
- ☐ Story visuals from session 3 (Jericho wall, puppets)
- ☐ Shoe boxes and gift wrap

Set up three separate story centers on tables or in a corner on the floor with one gift box in each center. Remind the children that the stories you've shared are from God's Word—they're gifts from God to help us learn to love and obey just like Noah, Naaman, Rahab, and the spies did. Encourage the children to use the visuals to act out their favorite story, or if you have time, to move from center to center to act out all three stories.



To emphasize that God gives us the stories in the Bible, place the visuals for each story in separate shoe boxes; wrap them in bright-colored gift wrap—children LOVE opening gifts of any sort.

Option to
step 1

2

KNOW

Word Smart

Picture Smart

God's Story: Rahab (The Fall of Jericho)

Goal

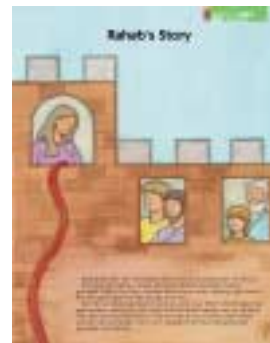
Tell how God saved Rahab and God's people.

Time

10 minutes

Materials

- ▢ Jericho wall from session 3
- ▢ Storytelling costume
- ▢ Bible marked with red ribbon
- ▢ Story card (leader's resources)



Put on your storytelling costume, and open the Bible to Joshua 6. Tell the children that today's story from God's Word is another story about Rahab. Ask the children if they remember what the spies promised Rahab in the last story. Wonder mysteriously if the spies kept their promise, and invite the children to listen carefully to find out. Read the story from the story card, and make sure everyone can see the pictures.



We've included the story script for this session on the story card. If you've invited someone to dress the part of Rahab and tell the story (see suggestion, p. 3), you may want to omit the story card. Give it to your guest ahead of time to use as a guide.

When you've finished the story, ask the children

- Did the spies keep their promise to Rahab?
- How did the spies know which house was Rahab's?
- Who really saved Rahab and her family?

Emphasize that God used the red cord and the spies—but it was our amazing and great God who saved Rahab and her family—and all of God's people.

3

GROW

Picture Smart

Body Smart

Music Smart

Self Smart

God's BIG Family

Goal

Put our trust in God as Rahab and the people did.

Time

15 minutes

Materials

- ▢ Jericho wall and Rahab puppet from session 3
- ▢ CD player
- ▢ Song: "Joshua Fought the Battle of Jericho" (p. 47; CD, track 4)
- ▢ Family Album
- ▢ Photo frames (reproducible page 59)
- ▢ Light-colored construction paper
- ▢ Scissors
- ▢ Markers or crayons
- ▢ Photos of each child (see Grow step, session 1, p. 13)
- ▢ Blank photo album pages
- ▢ Clear tape

Place the Jericho wall and the Rahab puppet on a table in the middle of the room, leaving a lot of room around the table so the children can circle the city.

Play the chorus “Joshua Fought the Battle of Jericho.” Have the children listen the first time, perhaps clapping along; then play it again and sing along.

Then gather your group around the table display of Jericho. Explain that you want them to imagine that they are God’s people marching around Jericho—*six times very quietly*. Then tell them to listen for the music and the trumpet sound before they march around the seventh time. When they hear you blow the trumpet, they will march one more time. When they hear the words of the song “and the walls came tumbling down,” they can all fall down (or push over the wall).

As you quiet the children and gather them around you, ask them to think about Rahab and how she must have felt when she heard the trumpets and saw the people marching. She was probably very frightened, but Rahab loved and obeyed God. Rahab left the red rope hanging out her window and knew that God would take care of her and her family.

Show the family album again and briefly review how each Bible character loved and obeyed God.

Ask the children if they want to love and obey God too. Explain that when we want to love and obey God, we belong to God’s BIG family and we can add our pictures to the album.

Pass out the picture frames you’ve prepared. (Photocopy onto light-colored construction paper.) Provide markers and scissors and ask the children to color their frames and cut them out. Then help them tape their pictures inside the frame, and place their pictures in the album. (If you’re planning to make this an ongoing project throughout the year, tell the children they will be able to take their own page home later when it’s completely full.) Close by paging through the album as the children name each person who wants to love and obey God.



Noisy activities have the potential for discipline problems. A good rule of thumb is this: It’s easier to prepare and prevent than to repair and repent! These simple guidelines will diminish the potential for trouble:

- If you meet in a small space, it may be better to go outside or use a different space in the church for this activity.
- State your high expectations for behavior: “I can count on you to march very quietly or turn off your speaking voice.”
- Give clear instructions: “When you hear the trumpet . . .”
- Know your children’s limits. If you have a group that is prone to be unruly and easily excited, choose less energetic activities.



When you offer your children opportunities to affirm their choice to be God’s children, you are helping them take steps of faith. But it’s also important that children never feel coerced or manipulated. Notice that we’ve been careful to say, “We *want* to love and obey God,” rather than asking, “*Do* you love and obey God?” God’s Spirit works in wonderful and mysterious ways in the hearts of your little ones. Pray that God will use you and your words to mold the faith of each one of these precious children.

Self-Portraits

Time

10 minutes

Materials

See Step 3.

Move right into conversation with the children about what it means to love and obey God. Look at your Family Album together, recalling how Noah, Naaman, and Rahab each obeyed God.

Ask the children if they want to love and obey God too. Explain that when we love and obey God, we belong to God’s BIG family and our pictures should go in the Family Album



Here’s a simpler, shorter way to help the children focus on loving and obeying God.

Option to
step 3

too. Show the children the frames you've prepared and tell them you want to add your own to the album.

Distribute frames and crayons or markers, and work with the children to decorate your picture frames and to draw your self-portraits inside them. (Consider enlarging the frames when you photocopy them, in order to give the children more space for drawing pictures of themselves.)

As the children finish, give each one an opportunity to place his or her picture on a page in your expanding Family Album.



SHOW

Dance for Joy

Body Smart
Music Smart

Goal

Give thanks for ways in which we see God's power around us.

Time

10 minutes

Materials

- ☐ Crepe-paper or fabric streamers in rainbow colors
- ☐ CD player
- ☐ Song: "Say to the Lord, I Love You" (p. 45; CD, track 2)



tip Tie one or two streamers to each of the children's wrists. Or see the suggestion for using the streamers in the Overtime worship activity (p. 39). The children will be able to concentrate on doing the motions if they don't have to worry about holding onto something.

Gather your children around you, and invite them to praise God for the wonderful way our great God took care of Noah, Naaman, and Rahab. Give each child one or more streamers and explain that you will sing and dance to praise God. Play just the chorus of "Say to the Lord, I Love You" as you invite the children to mimic your actions or make up their own.

Then ask these questions one by one, and give the children time to sing the chorus and dance in response to each question:

- **What did Noah say when God stopped the rain and Noah's family and the animals were all safe in the ark?** (*chorus*)
- **What did Naaman say when God healed him?** (*chorus*)
- **What did God's people say when God tumbled the walls of Jericho?** (*chorus*)
- **What did Rahab say when God saved her and her family?** (*chorus*)
- **What do we say when our great God takes care of us each day?** (*chorus*)

Gather the children into a circle and lead them in a short prayer of praise and thanksgiving for all the ways we see God's love and power. Ask God to help [name each child and yourself] love and obey him.

Send the children on their way with a warm invitation to come back for more stories from God's Word and with anything they've made during this unit that you're ready to give up.



OVERTIME

Worship

> Word Smart

Body Smart

fl Music Smart

Time

10 minutes

Materials

- Memory Fun verse (reproducible page 61)
- Bright-colored paper or cardstock
- Crepe-paper or fabric streamers in rainbow colors
- Gluesticks or clear tape
- Shofars (optional); see Overtime activity below
- CD player
- Songs: "True Story" (p. 41; CD, track 1); "Say to the Lord, I Love You" (p. 45; CD, track 2); "Jesus, I Love You" (p. 46; CD, track 3)

Gather the children into your work area and give each one a Memory Fun verse plus a few streamers. Show them how to tape or glue the streamers to the backside of the verse. Then help them tape or glue the ends together to make a "praise bracelet" that they can use while you sing (see illustration). (If you've made the shofars, invite the children to blow them to signal that it's time to worship God.)



Ahead of time, photocopy the Memory Fun verse onto bright-colored paper or cardstock, and cut the boxes apart. If you want to use the shofars (horns) for your worship time, you might want the children to make these as part of your Hello activity or before this worship time. (See Overtime activity, below.)



Then sing the songs you've learned during this unit. Invite the children to do the shout (maybe with their horns), the echo, and the motions for "True Story." Sing "Say to the Lord, I Love You," dancing with the streamers; stop between stanzas to say the Memory Fun verse together. Then sing "Jesus, I Love You" and add these motions as you sing:

- Jesus, I love you . . . (*cross hands over heart*)
- Jesus, I serve you . . . (*hold hands out, palms up*)
- Jesus, I praise you . . . (*raise hands high*)

Close in prayer, thanking God for each child by name and asking God to help each one love and obey God.

True Story

Chorus

A7 F/C A7/C# D Dm Shout:

God put it in the book, **Right**

there! in the Bi-ble. He put it in a book, **Right there!** in the Bi-ble. He

put it in a book, **Right there!** in the Bi-ble. He gave us a sto - ry and

Verse 1:

F/C A7/C# D Dm

Narr: put it in the book. There's a true sto - ry a-bout a

Echo: There's a true sto - ry

man in a boat. a - bout a man in a boat. God told old No-ah God

simile . . .

told old No-ah to get rea - dy to float. to get rea - dy to float. Bring the

8vb - - 1

an - i - mals in, Bring the an - i - mals in, bring them two by two. bring them

8vb - - 1

two by two. Bring your fam - i - ly in, we'll have a simile... Bring your fam - i - ly in,

8vb - - 1

nau - ti - cal zoo. we'll have a nau - ti - cal zoo. Well, it start-ed to rain Well, it

8vb - - 1

start - ed to rain by God's com - mand. by God's com - mand. There was

8vb - - 1

noth-ing left; There was noth-ing left; the wa-ter cov-ered the land. the wa-ter

cov-ered the land. When the rain-ing stopped, and the When the rain-ing stopped,

floods went a - way, and the floods went a - way, then a rain-bow ap-peared then a

rain-bow ap-peared 'cause God had some-thing to say. All: 'cause God had some-thing to say. God

2

There's a true story (*echo*)
about a man who was sick. (*echo*)
But his servant knew (*etc.*)
the power of God was no trick.
She said, "My God can make you well."
So Naaman went to Israel.
The message made him quiver:
"You must dip in the Jordan River."
Naaman said, "NO!"
His servants said, "GO!"
In the river he did dip:
one, two, three, four, five, and six.
The seventh time, oh, what joy!
His skin was like a baby boy.
"Praise God," he did say.
"Lord, I'll love you and obey."

3

There's a true story (*echo*)
about a woman and a town. (*echo*)
The people of Jericho (*etc.*)
were feeling mighty down.
"Israelites are coming here."
Their God is strong; we live in fear."
Two spies came to the town.
The king sent soldiers to hunt them down.
But Rahab said, "I'm on God's side."
Come quick and on my roof you'll hide."
Rahab helped the spies escape
down the walls, not by the gate.
Rahab, she was not afraid.
She loved God and she obeyed.

Motion Notes for “True Story”

The song leader may want to sit on a stool as if telling a story. The motions to the refrain can always be the same, but the leader may want to change the motions to fit his or her storytelling style. The motions should feel free and comfortable in the leader's body. Be sure to use much facial expression. The children will copy anything you do!

Chorus

God put it in the book—Right there!—in the Bible.

Put flat hand out, palm up. Point twice on it. Place flat hands together and pretend to open a book.

He put it in a book—Right there!—in the Bible.

(Same as above.)

He put it in a book—Right there!—in the Bible.

(Same as above.)

He gave us a story and put it in the book.

Circle pointer finger in the air. Point 3 times at the flat palm up.

1 There's a true story about a man in a boat.

Open hands like a book. Put pointer finger up and cup the other hand under it.

God told old Noah to get ready to float.

Nod head “yes.” Make your “boat” go up and down in the “waves.”

Bring the animals in, bring them two by two.

Scoop arms up and in. Make “2” with each hand and push them forward one at a time.

Bring your family in, we'll have a nautical zoo.

Scoop arms up and in. Salute.

Well, it started to rain by God's command.

Raise hands above head; wiggle fingers as you bring hands down. Point up. Pound fist on other palm.

There was nothing left; the water covered the land.

Spread arms out in front of you. Wiggle fingers as you bring hands up.

When the raining stopped, and the floods went away,

Wiggle fingers by face then make fists. Open fists and push flat hands down.

then a rainbow appeared 'cause God had something to say.

Make “rainbow” motion with arms. Point up.

2 There's a true story about a man who was sick.

Open hands like a book.

But his servant knew the power of God was no trick.

Tap index finger on temple. Shake head “no.”

She said, “My God can make you well.” So Naaman went to Israel.

Point up; spread arms out. Stretch arm out and point into “distance.”

The message made him quiver: “You must dip in the Jordan River.”

Put hand to ear as if listening carefully. Run hands down arms to imitate washing.

Naaman said, “NO!” His servants said, “GO!”

Shake head emphatically “no.” Point arm out emphatically.

In the river he did dip: one, two, three, four, five, and six.

Nod head “yes.” Hold up six fingers.

The seventh time, oh, what joy! His skin was like a baby boy.

Raise arms in joy! Touch hand to face.

“Praise God,” he did say. “Lord, I'll love you and obey.”

Raise arms in praise. Cross arms across chest in “love” sign.

3 There's a true story about a woman and a town.

Open hands like a book.

The people of Jericho were feeling mighty down.

Make circle with arms to show the “walls” of Jericho. Use index fingers to pull down the corners of your mouth.

“Israelites are coming here. Their God is strong; we live in fear.”

Point at ground with index fingers. Point up with one arm; flex other arm.

Two spies came to town. The king's soldiers tried to hunt them down.

Shield eyes with hand; look around. March in place.

But Rahab said, “I'm on God's side. Come quick and on my roof you'll hide.”

Point to self; point up. Motion “come” with one arm.

Rahab helped the spies escape down the walls, not by the gate.

Shield eyes with hand; look around. “Climb” down the wall.

Rahab, she was not afraid. She loved God and she obeyed.

Shake head “no.” Cross arms across chest in “love” sign.

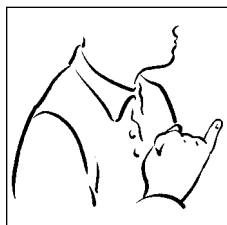
Say to the Lord, I Love You

E^b B^b/D A^b/C B^b A^b E^b/G
 1 Touch your fin - ger up to your nose, bend from the waist way
 2 Reach your hands up to the sky, look to the left, then
 down and touch your toes, and when you come up slow - ly, start to sing, and
 right and blink your eyes, and when you turn a - round you'll start to sing, and
 say to the Lord, "I love love you." "I love you, I
 say to the Lord, "I love love you." "I love you, I
 love you," say to the Lord, "I love you. I love you, I
 love you," say to the Lord, "I love love you."

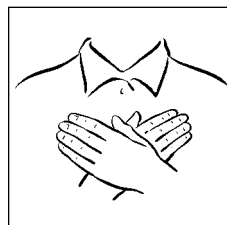
Words and music: Debby Kerner-Rettino and Ernie Rettino

© 1981, Rettino/Kerner Publishing, admin. Word Music, Inc., ASCAP (65 Music Square West, Nashville, TN 37203). All rights reserved.
 International copyright secured. Used by permission.

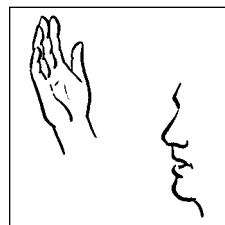
Teach your children to sign these words on the chorus:



I



Love



You (Thee)

Jesus, I Love You

G G7 C C7 F G/F F C

1 Je - sus, I love you,
 2 Je - sus, I serve you,
 3 Je - sus, I praise you,

G7 C F G/F F C

love you, love you. Je - sus, I love you;
 serve you, serve you. Je - sus, I serve you;
 praise you, praise you. Je - sus, I praise you;

G G7 1, 2 C 3 C

Je - sus, my Lord. Lord.

Words and Music: Otis Skillings; arr. by Joseph Linn
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 Used by permission.

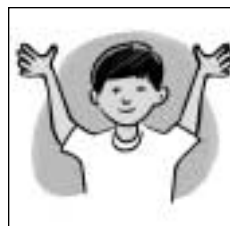
Teach your children these simple motions:



Love



Serve



Praise

Joshua Fought the Battle of Jericho

The musical score is written for a single melodic line in 4/4 time, with a key signature of one flat (Bb). The lyrics are: "Josh - ua fought the bat - tle of Jer - i - cho, Jer - i - cho, Jer - i - cho, Josh - ua fought the bat - tle of Jer - i - cho, and the walls came tum - bling down." The score is divided into three systems. The first system starts with a Dm chord and ends with a whole note rest. The second system starts with a Gm chord, has a Dm chord change after the first measure, and ends with a whole note rest. The third system starts with an A7 chord, has a Dm chord change after the first measure, and ends with a whole note rest. The bass line consists of simple chords and single notes.

Dm

Josh - ua fought the bat - tle of Jer - i - cho,

Gm Dm

Jer - i - cho, Jer - i - cho, Josh - ua fought the

A⁷ Dm

bat - tle of Jer - i - cho, and the walls came tum - bling down.

Page 48 is blank

Dear Family:

Today, your child began a new church school unit entitled “I Love and Obey God.” The four sessions in this unit will focus on three Old Testament people who obeyed God—Noah, Naaman, and Rahab. We’ll also spend a great deal of time talking about how we too can love and serve our great God by living obediently!

Your child will take home a colorful paper each week, along with other crafts and activities we plan to do together. I hope you’ll take time to look through the paper with your child and to ask him or her to tell you about some of the things we’re doing in class during the next four weeks.

Please pray for the children and me, as we learn and grow together!

Sincerely,

Dear Family:

Today, your child began a new church school unit entitled “I Love and Obey God.” The four sessions in this unit will focus on three Old Testament people who obeyed God—Noah, Naaman, and Rahab. We’ll also spend a great deal of time talking about how we too can love and serve our great God by living obediently!

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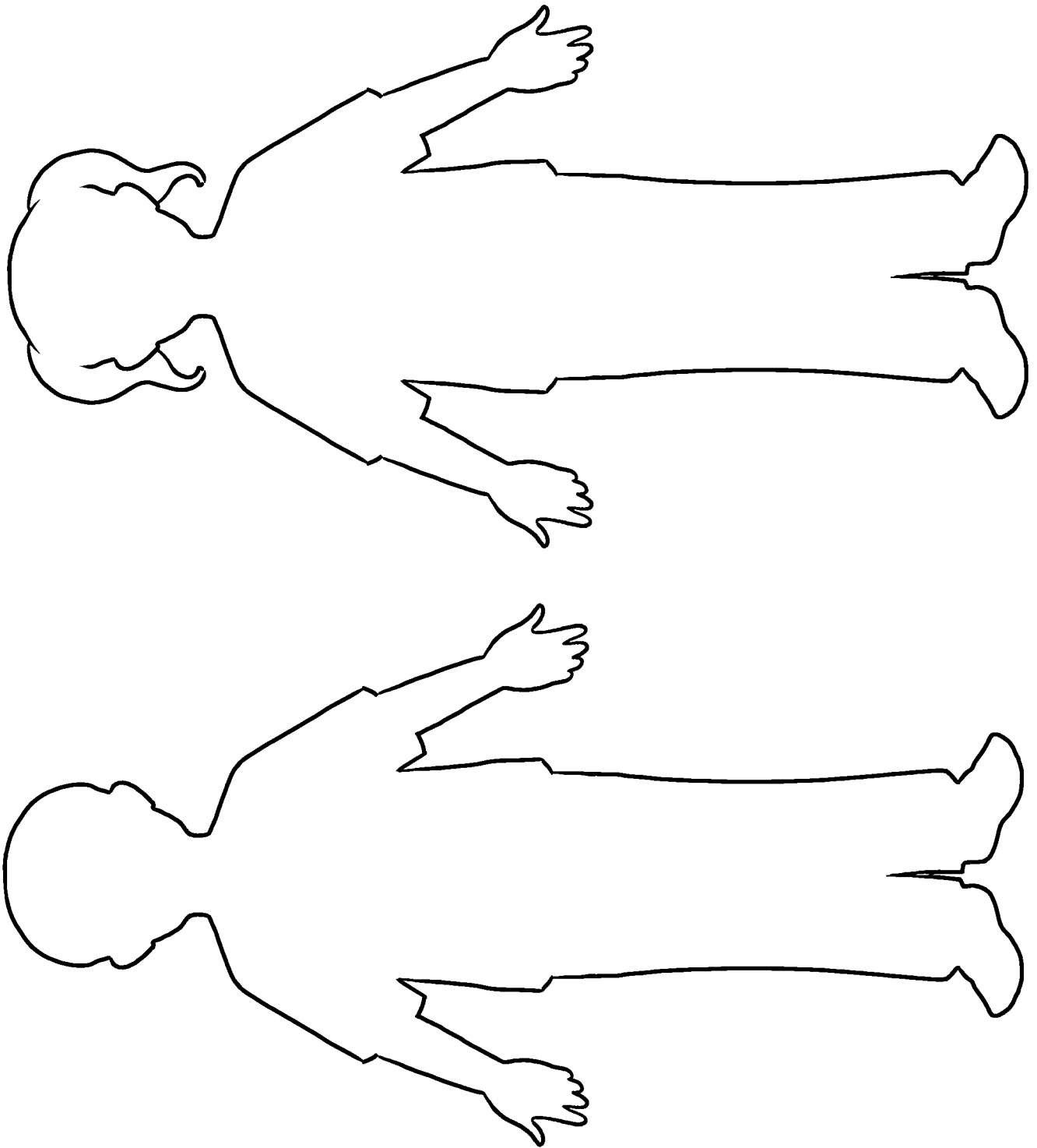
Sincerely,

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Child Figures



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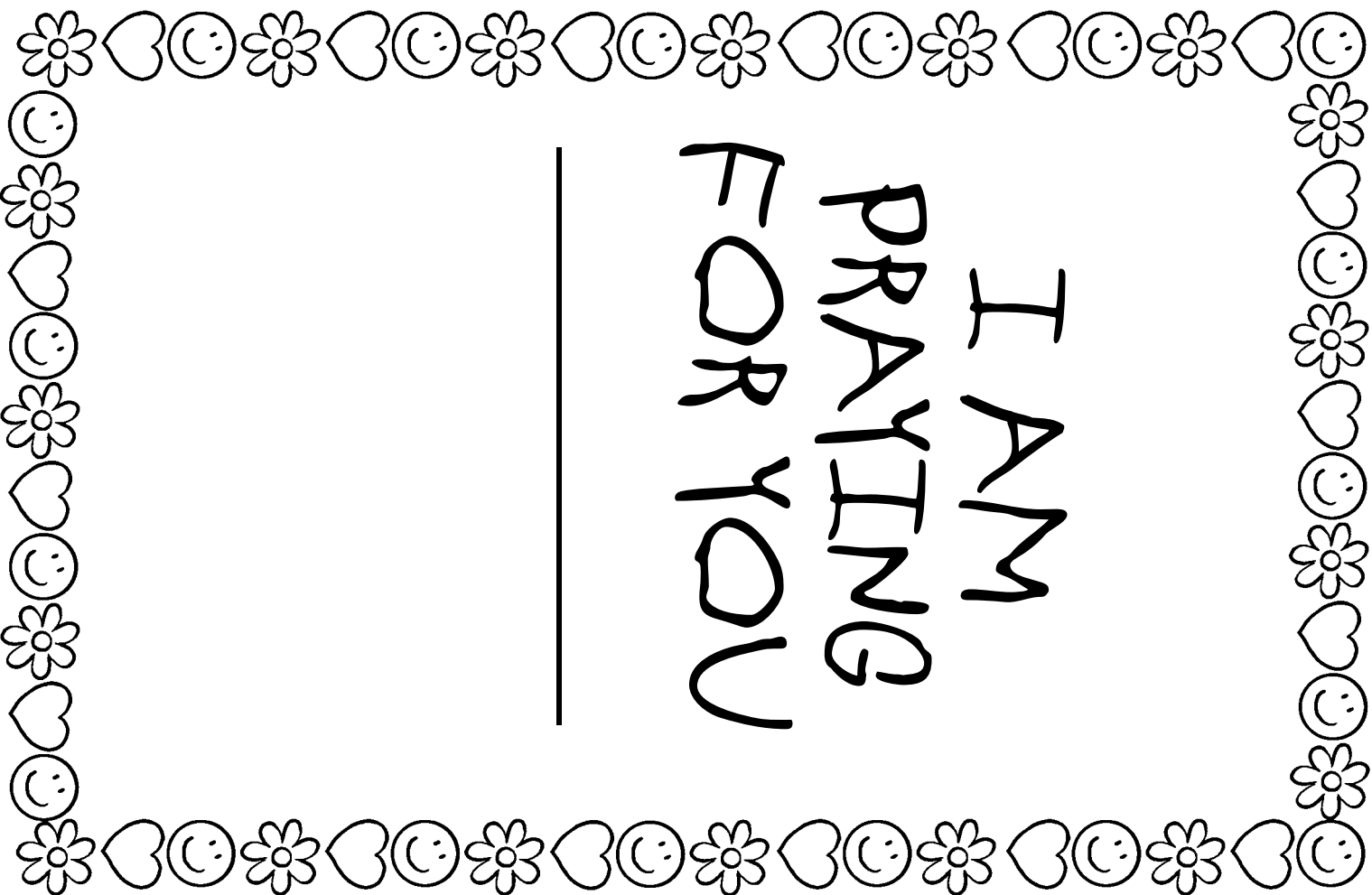


Don't worry about anything.
Instead, tell God about everything.
Ask and pray.
Give thanks to him.

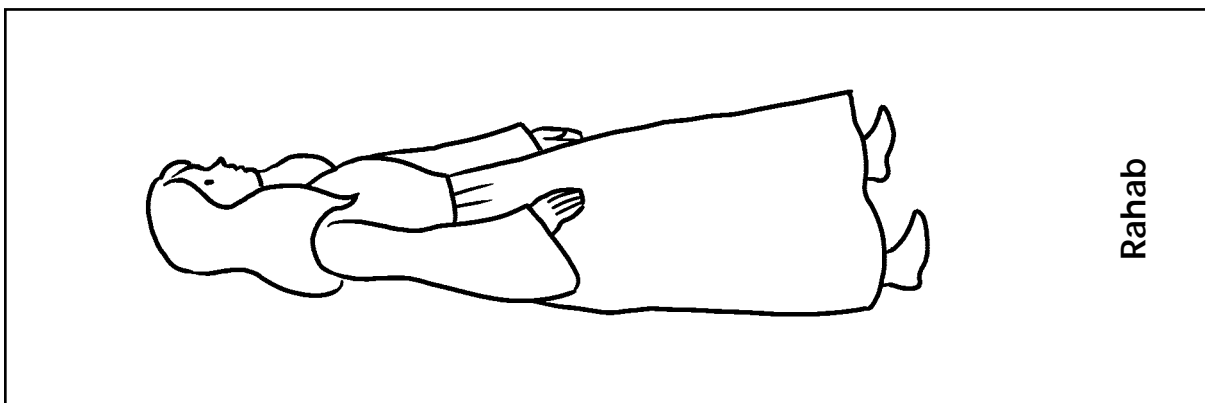
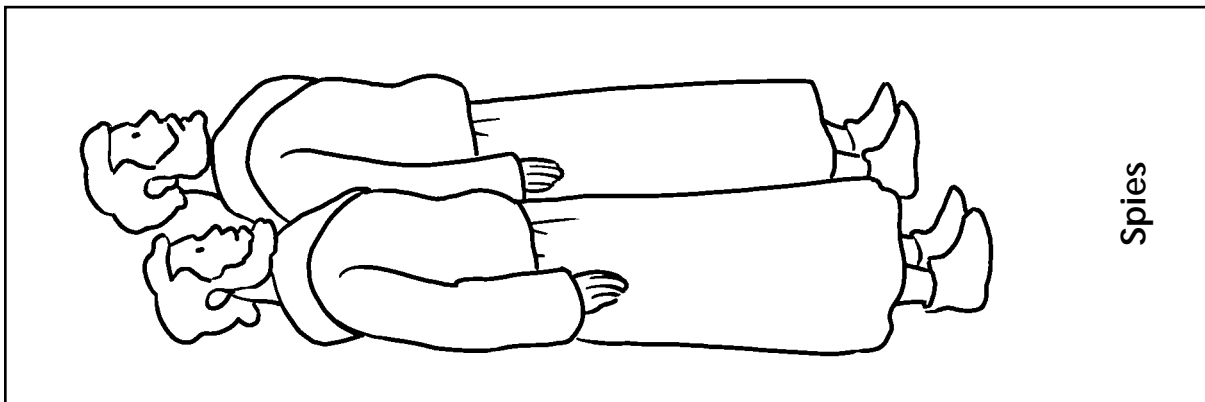
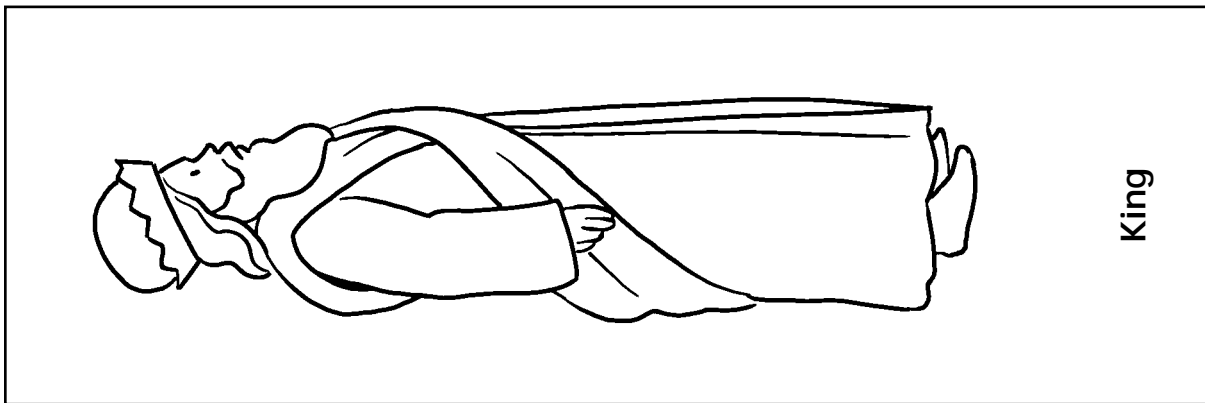
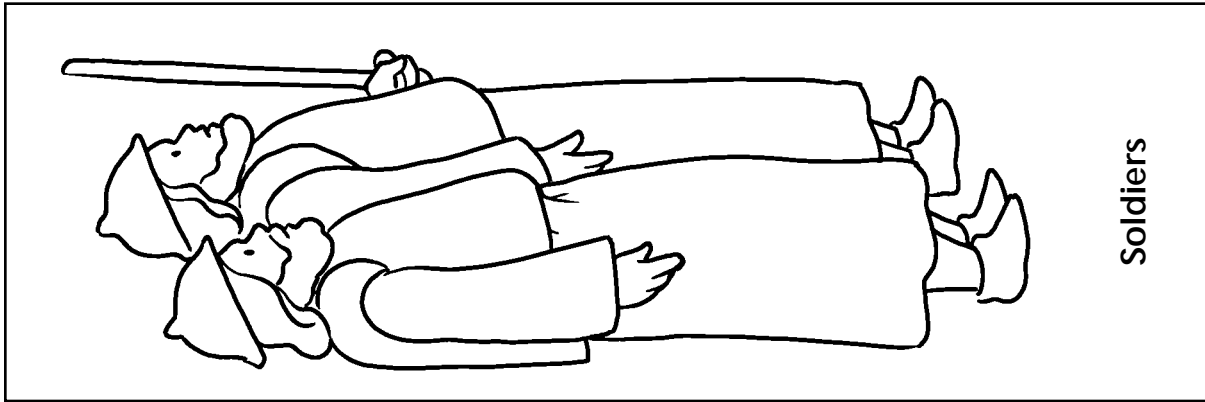
—Philippians 4:6, NIV



I AM
PRAYING
FOR YOU

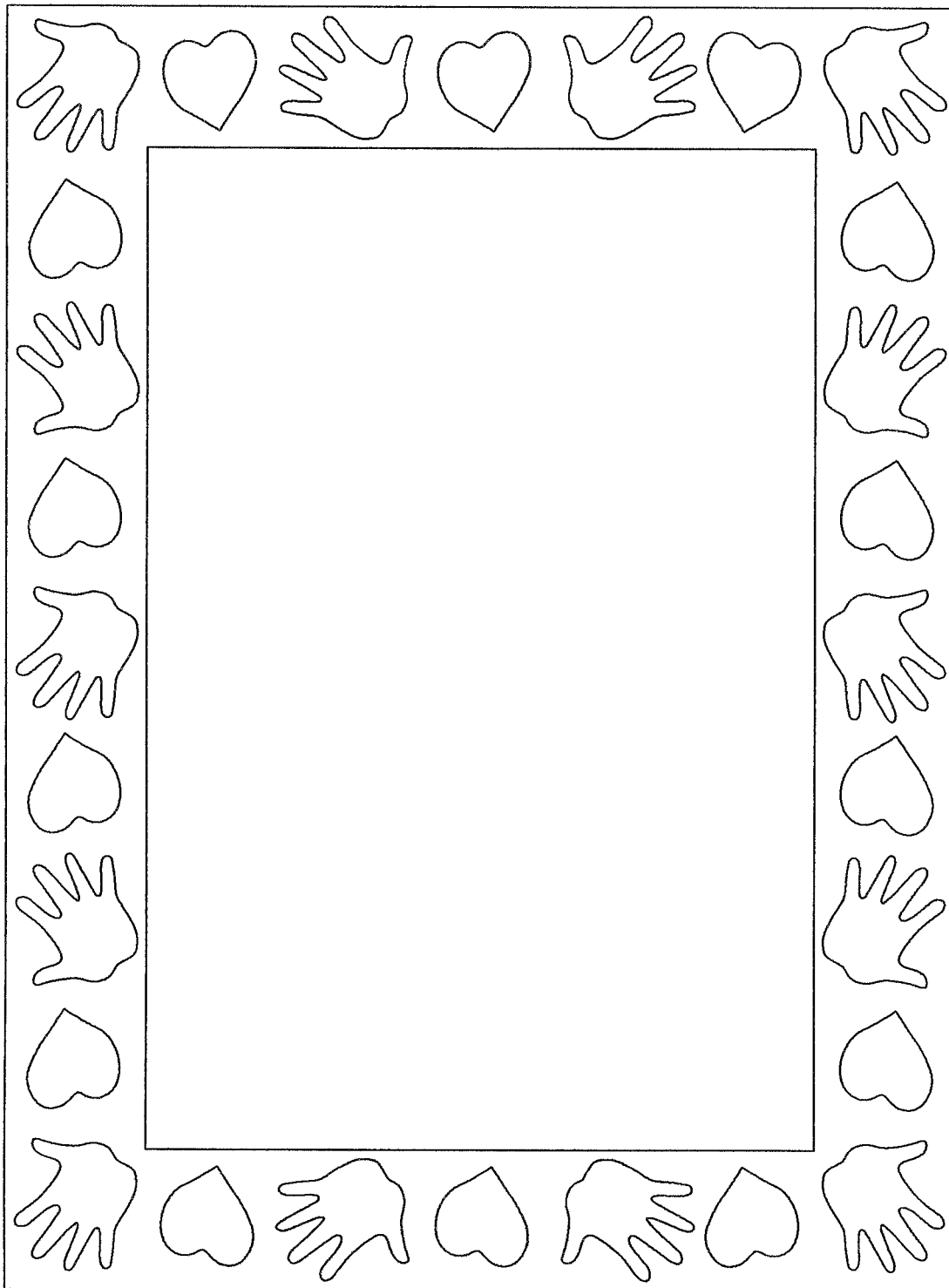


Story Cards



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Photo Frame



Page 60 is blank

Memory Fun

If you love me, you will obey what I command.	—John 14:15 (NIV)
If you love me, you will obey what I command.	—John 14:15 (NIV)
If you love me, you will obey what I command.	—John 14:15 (NIV)
If you love me, you will obey what I command.	—John 14:15 (NIV)
If you love me, you will keep my commandments.	—John 14:15 (NRSV)
If you love me, you will keep my commandments.	—John 14:15 (NRSV)
If you love me, you will keep my commandments.	—John 14:15 (NRSV)
If you love me, you will keep my commandments.	—John 14:15 (NRSV)

Page 62 is blank

Leader's Evaluation

We invite you to take a few minutes to tell us how *Walk With Me* is working for you. Please complete this form and return it to

WWM Evaluation
Grades K-1
Year 1, Unit 1
Faith Alive Christian Resources
2850 Kalamazoo Ave. SE
Grand Rapids, MI 49560



Save time by e-mailing your comments to us at editors@WalkWithMeOnline.org.

Be sure to tell us that you are teaching grades K-1, year 1, unit 1.

Things I found especially helpful/effective in these materials . . .

Things I changed or supplemented in this unit . . .

Joys/challenges I encountered while teaching this unit . . .

Name:

Church/Denomination:

Grade level I teach:

Kindergarten and Grade 1

Year 1

Unit 1: I Love and Obey God

Unit 2: God Cares for People

Unit 3: God Speaks to Us

Unit 4: God Wants Us to Obey

Unit 5: Jesus Calls Helpers

Unit 6: Jesus Loves Children

Unit 7: Jesus Heals

Unit 8: Jesus, My Lord

Unit 9: Thank You, God, for Your World

Year 2

Unit 1: Thank You, God, for People

Unit 2: Forgiveness

Unit 3: God Keeps Promises

Unit 4: God Leads His People

Unit 5: God Loved and Cared for David

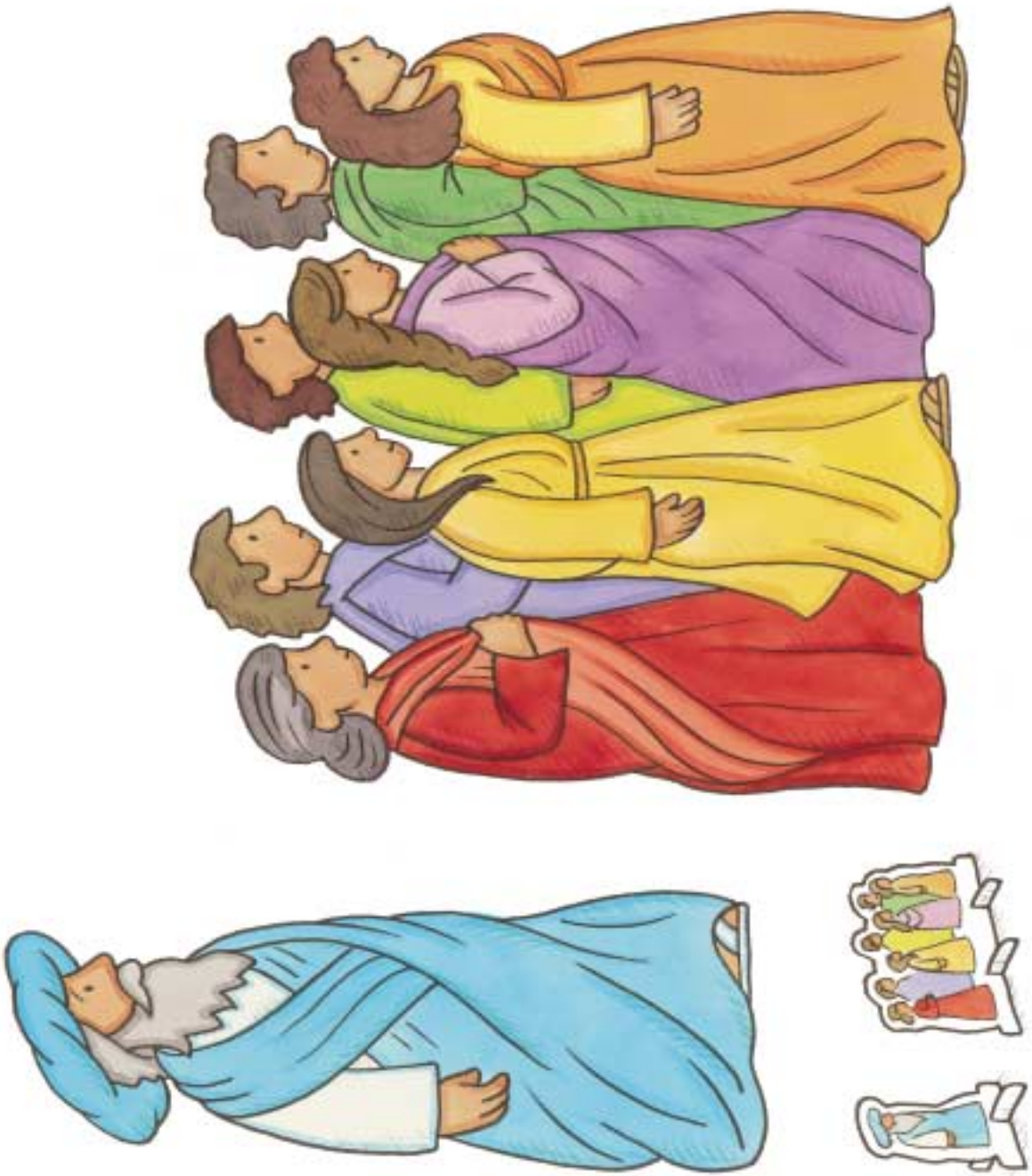
Unit 6: Jesus Our Teacher

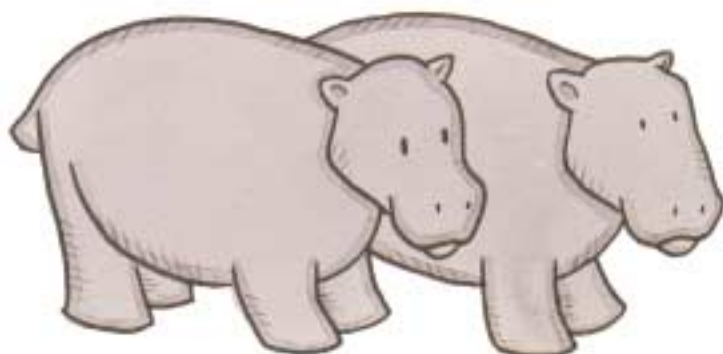
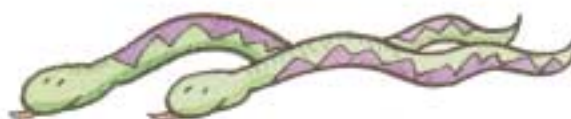
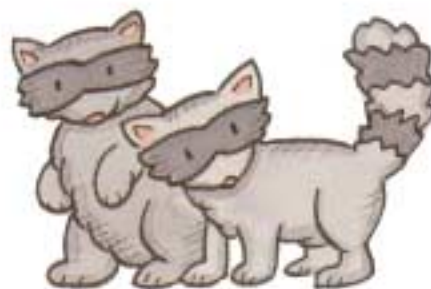
Unit 7: Jesus Does Wonderful Things

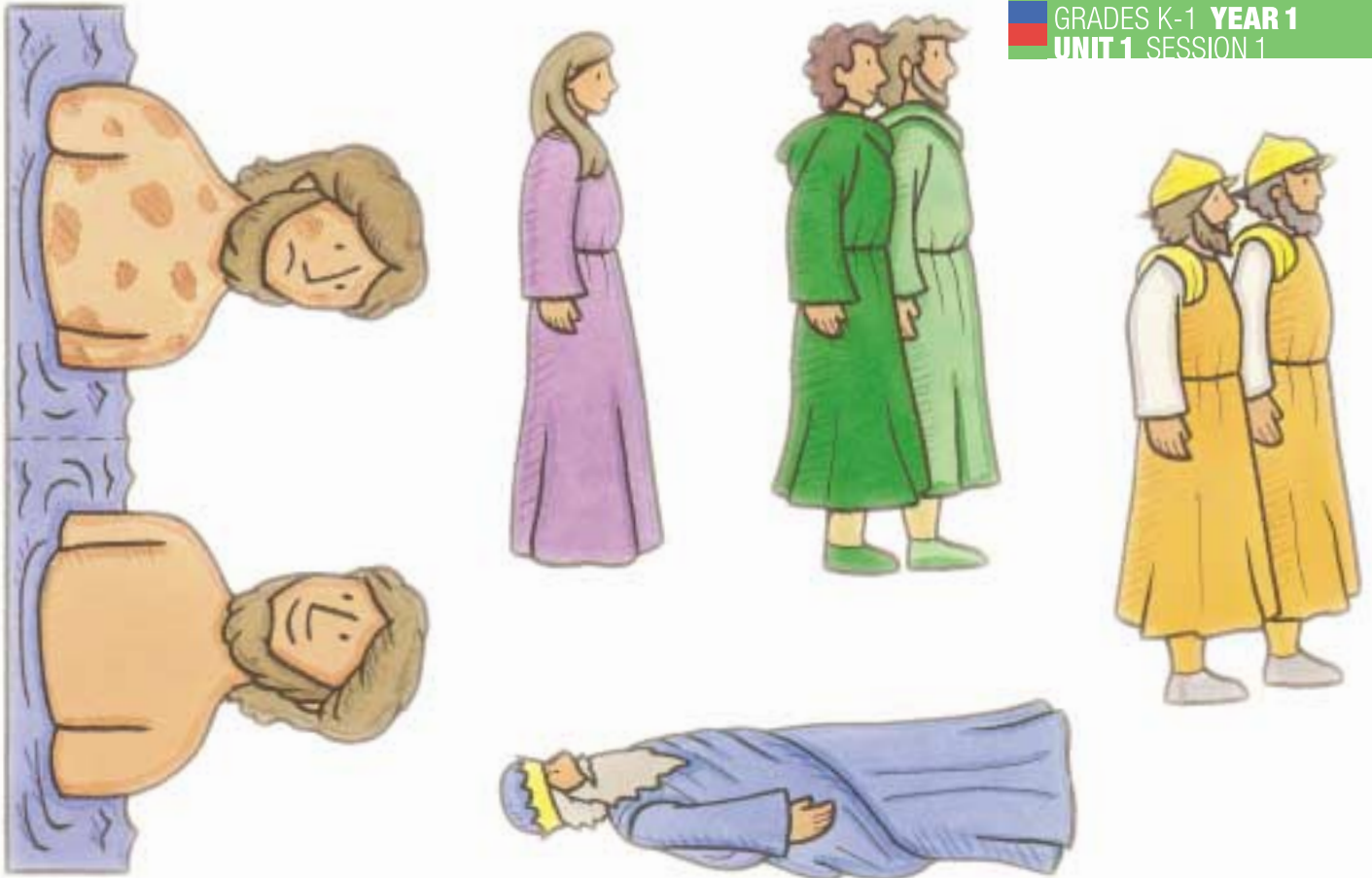
Unit 8: Jesus Is Alive

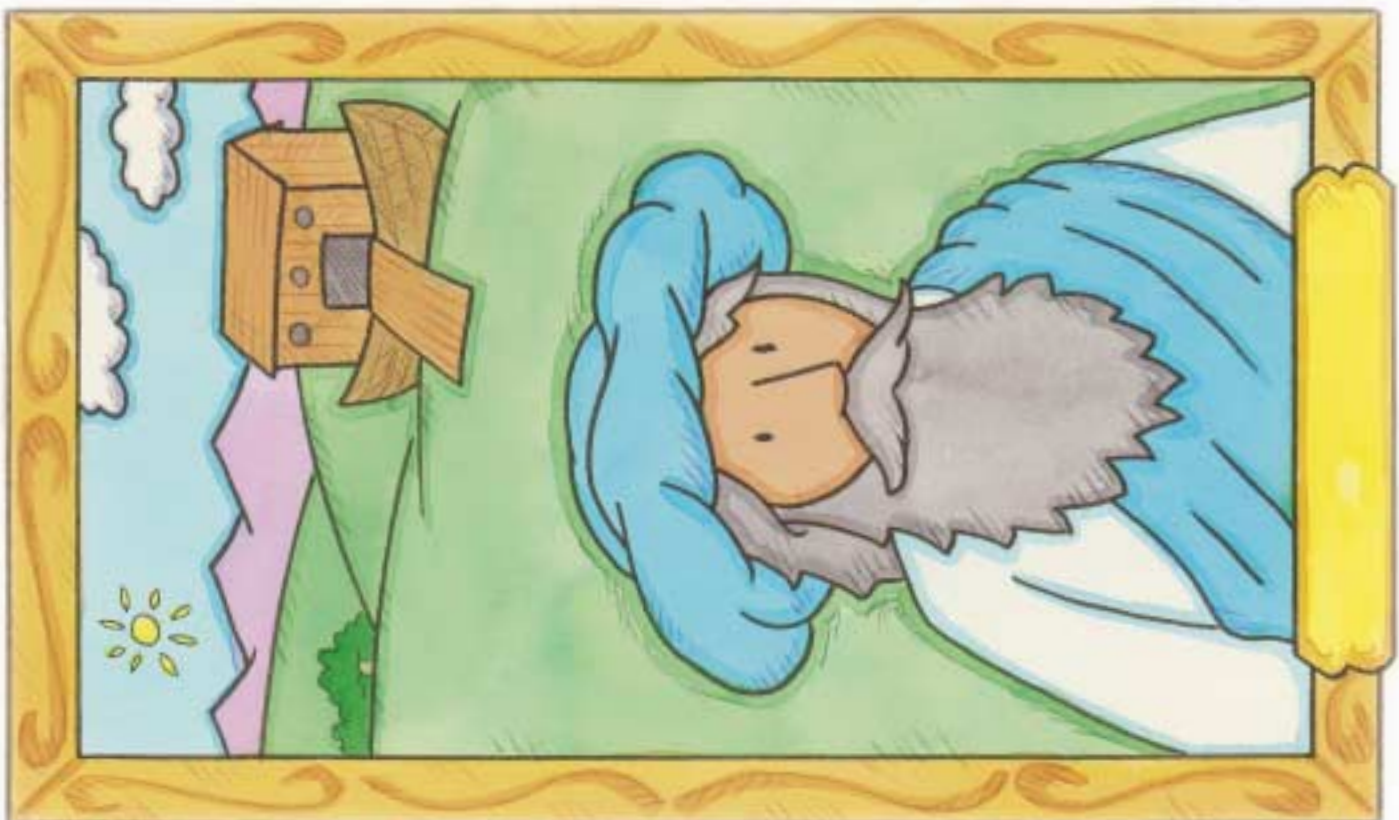
Unit 9: Telling Others About Jesus



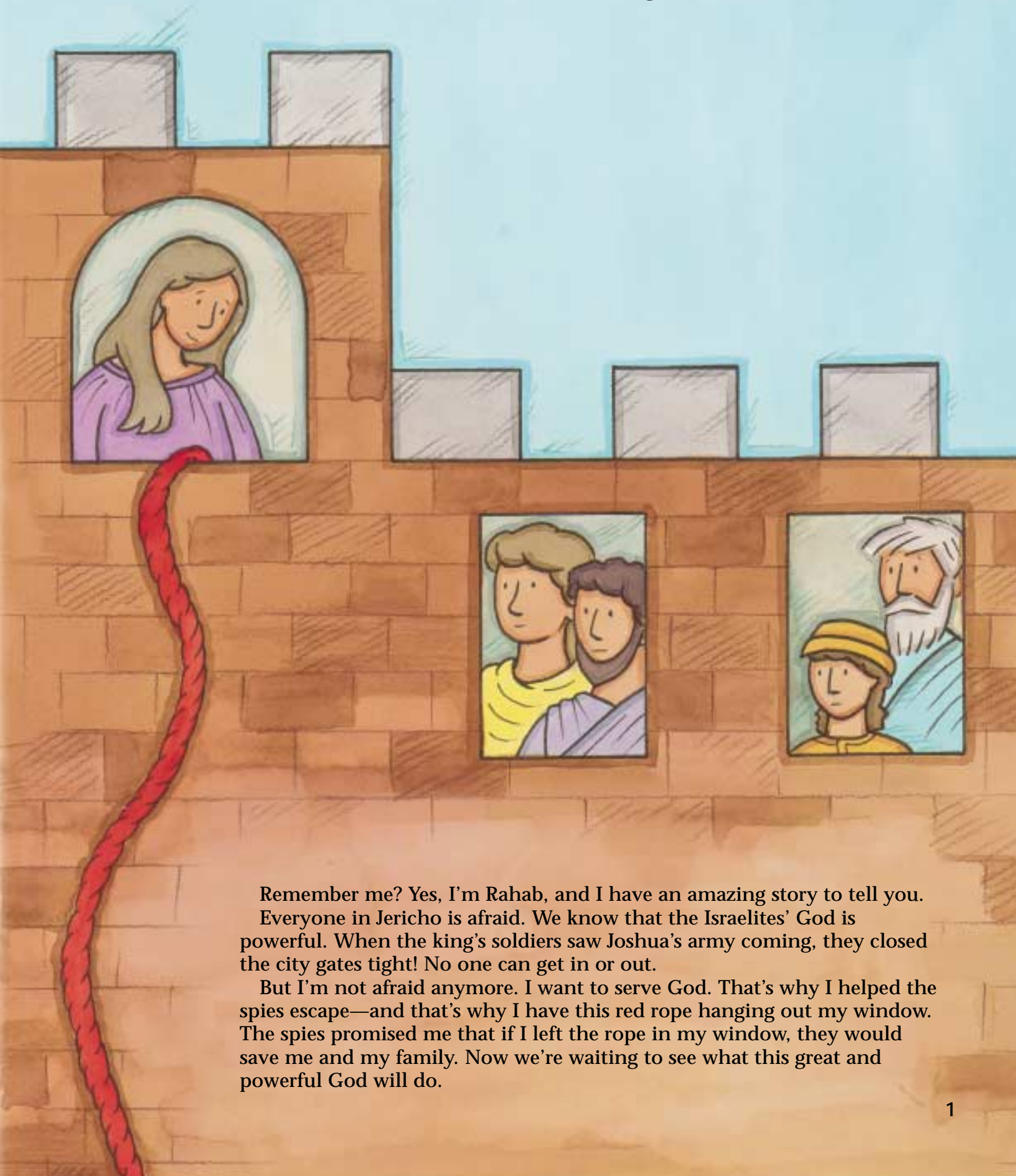






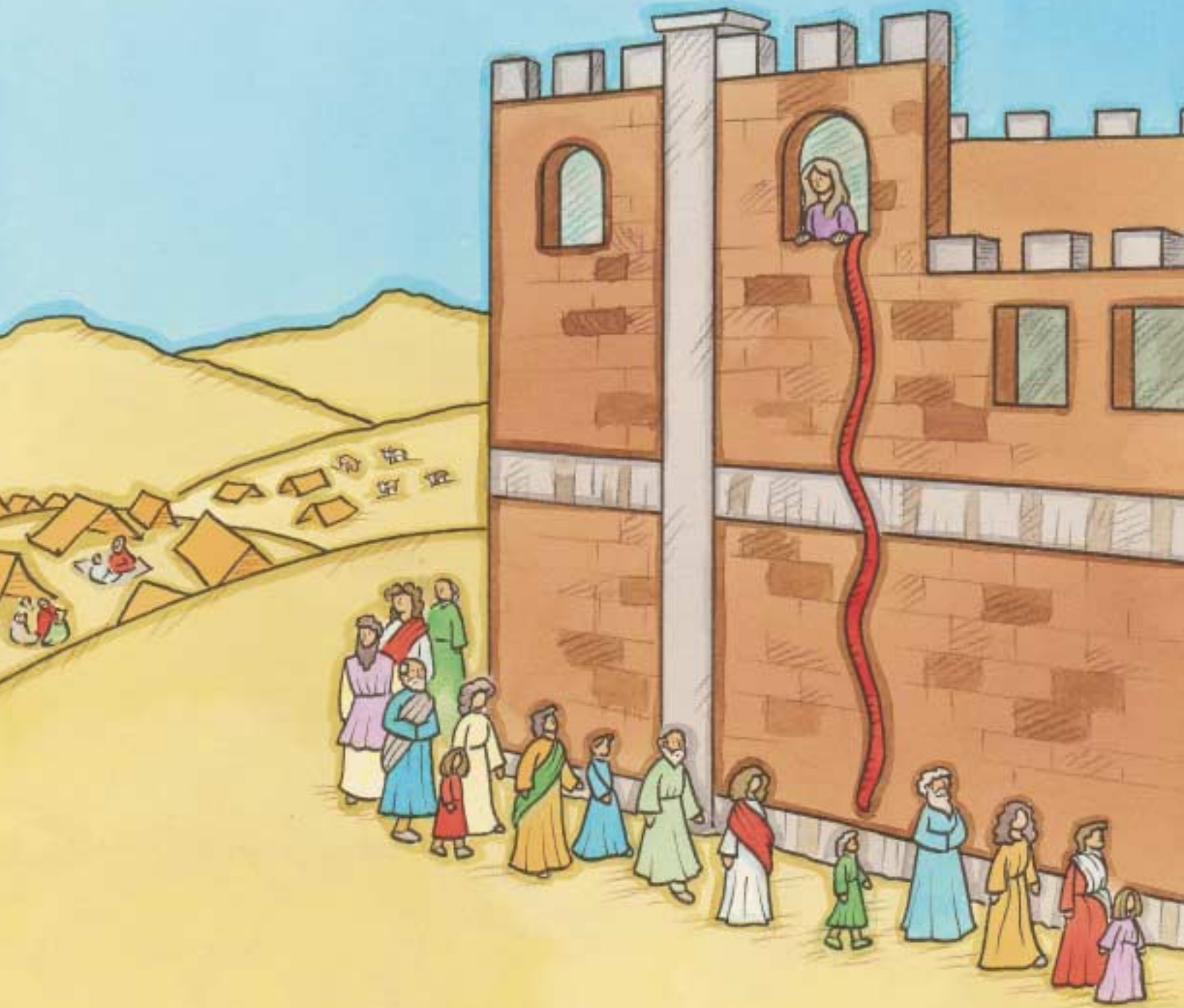


Rahab's Story



Remember me? Yes, I'm Rahab, and I have an amazing story to tell you. Everyone in Jericho is afraid. We know that the Israelites' God is powerful. When the king's soldiers saw Joshua's army coming, they closed the city gates tight! No one can get in or out.

But I'm not afraid anymore. I want to serve God. That's why I helped the spies escape—and that's why I have this red rope hanging out my window. The spies promised me that if I left the rope in my window, they would save me and my family. Now we're waiting to see what this great and powerful God will do.



Look, the Israelites are camped close to the city—see their tents and animals waiting? And the people—whole families of them—are marching quietly around the city. The priests are blowing trumpets.

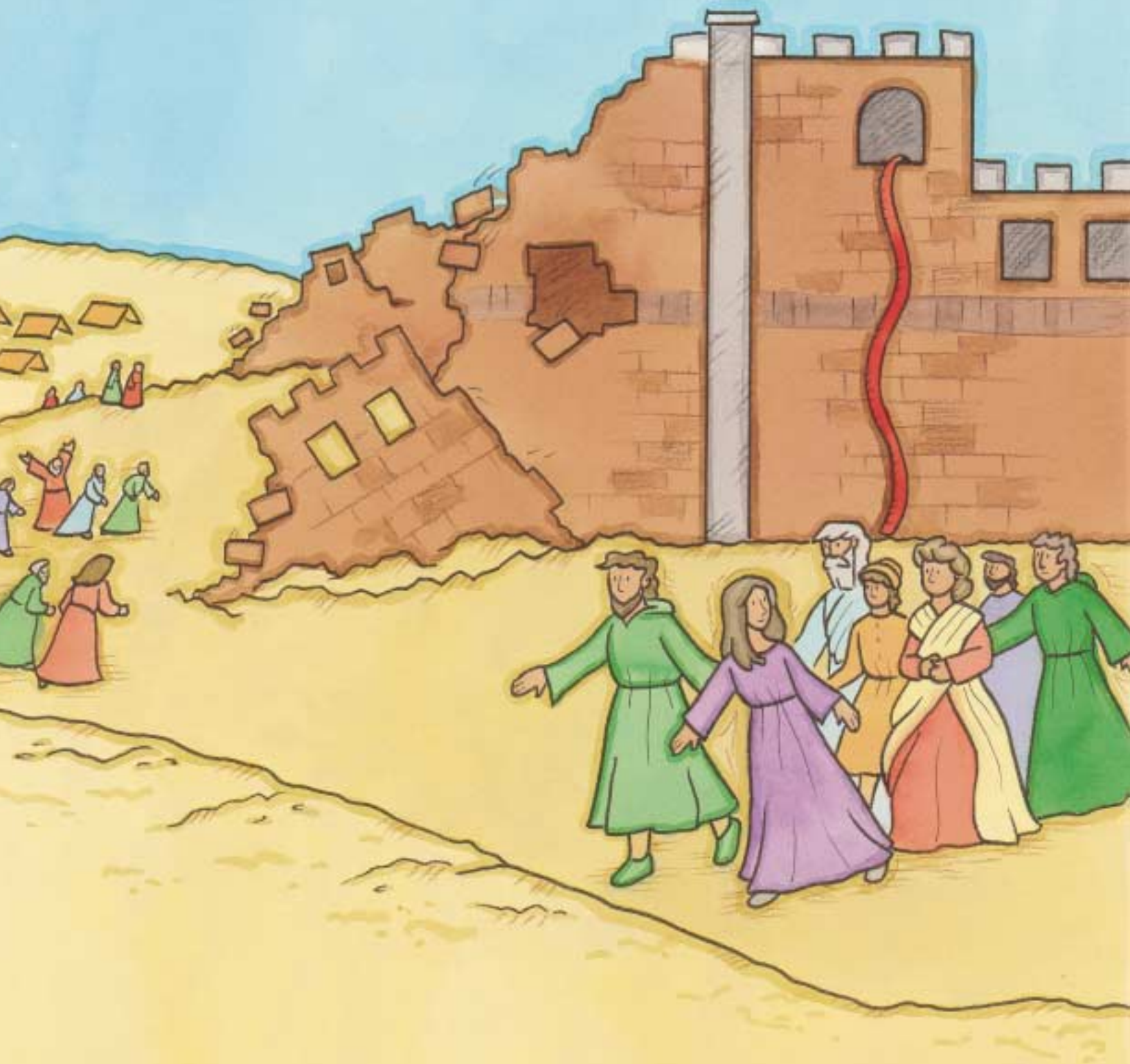
They've been doing this for *six days* now. They march around once and then go back to camp. Every day for six day—marching quietly. That's all!

The people of Jericho wonder how Joshua thinks he can win the battle like this. But I think I know—Joshua's God is going to do something really *great!*



Watch! Now the people are marching around the city . . . *seven* times. Everyone in Jericho is very quiet. All we can hear are blasts from the trumpets.

Wait! Listen! Now the priests are blowing louder and longer. And the people are shouting at the top of their lungs like they've already won the battle. I hear a terrible rumbling noise. . . .

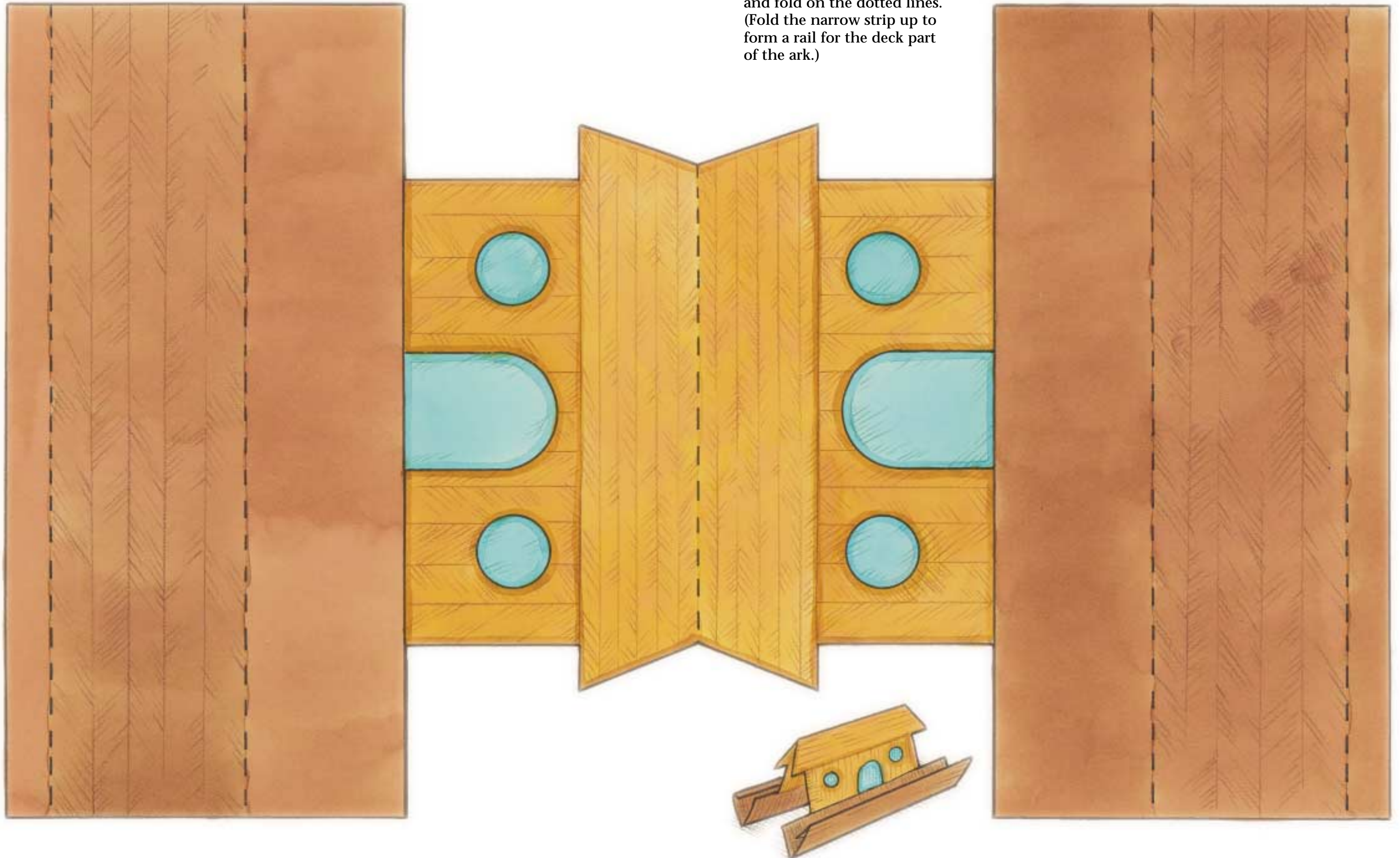


The walls of Jericho are caving in! Listen to the cracking and creaking and groaning.

Wait! The walls are tumbling down! What a noise! What a lot of dust!

And what a miracle! My house is still standing! God has saved me and my family. I am on God's side! Now my family and I belong to God's big family. I want to love and obey God and praise our great God every day for loving me and saving me.

Directions: Punch out the ark
and fold on the dotted lines.
(Fold the narrow strip up to
form a rail for the deck part
of the ark.)



Noah Built the Ark

Genesis 6:5-9: 17

Who Built the Ark?

Refrain

F

C7

F

Who built the ark? No - ah! No - ah! Who built the

ark? Broth - er No - ah built the ark.

1 Now old man

2 Then in came the

3 Then in came the

No - ah built the ark, built it

an - i - mals, two by two, hi - po -

an - i - mals, more and more, some through the

C7

F

out of a hick - o - ry bark. He

pot - a - mus and kan - ga - roo. Then

win - dow and some through the door. And

built it long and wide and tall, with

in came the an - i - mals, can't you see, the

then the wind be - gan to blow, the

C7

F

D.C.

plen - ty of room for the large and small.

great big cats and the bum - ble bees.

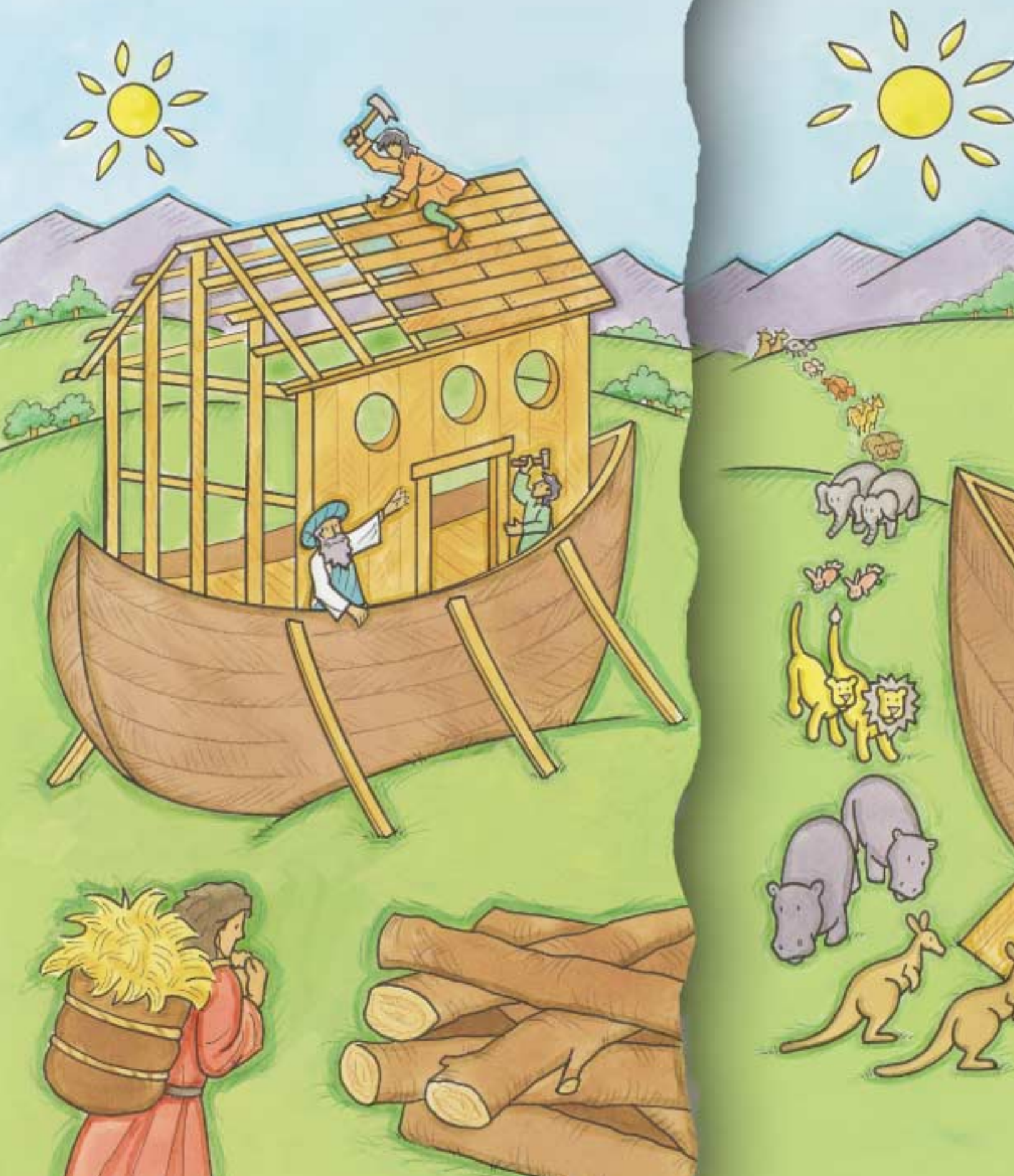
rain start - ed fall - ing, it's time to go.

Words and Music: traditional American; adapt. Patricia Nederveld; arr. Emily R. Brink, 1992 © 1994, CRC Publications

Dear Family: Sing this lively song with your child, and enjoy the story about Noah together.

Noah Loves and Obeys God

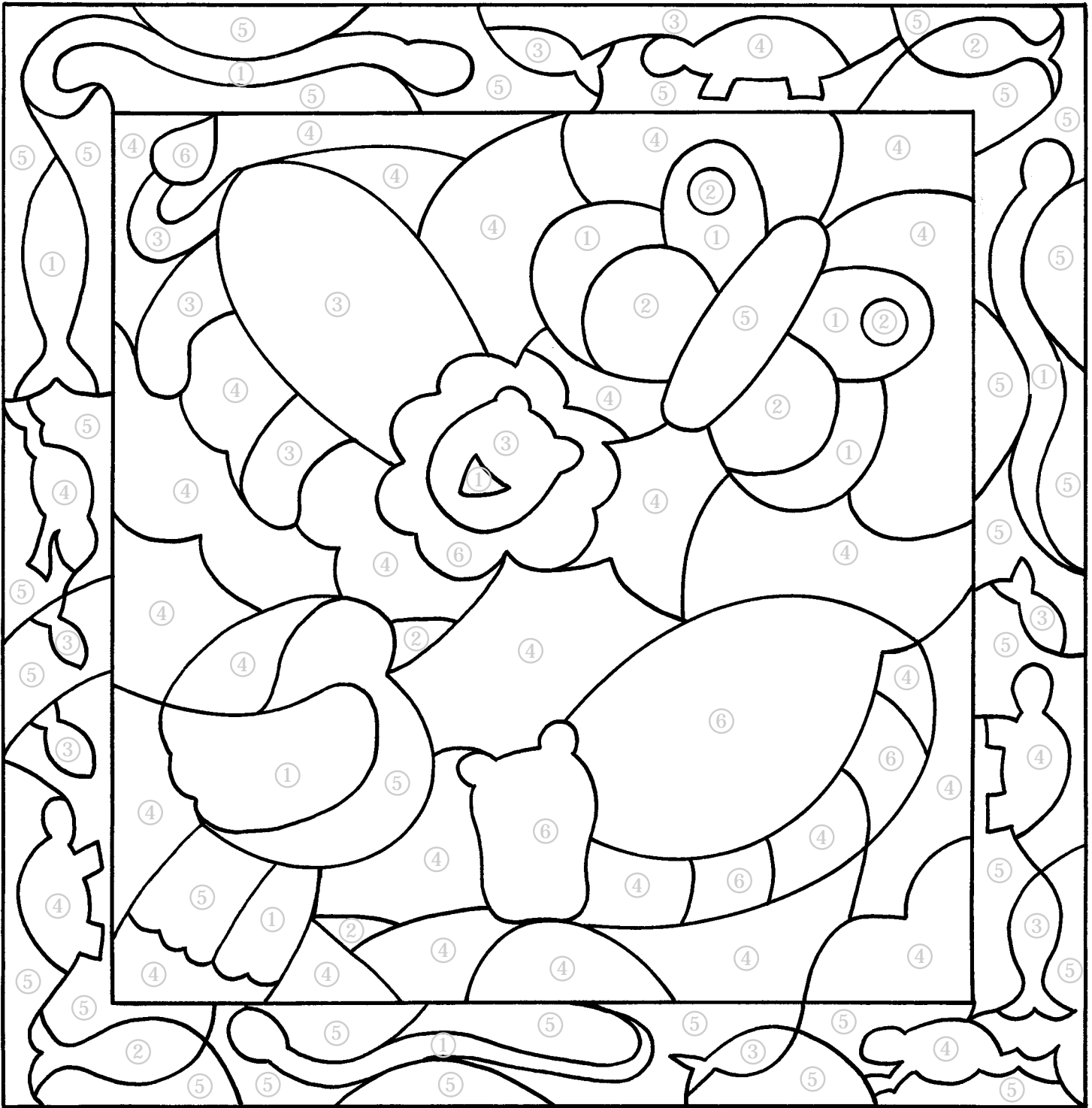
When God told Noah to build an ark, Noah obeyed.





Where Are They?

Can you help Noah find the animals? They're hidden in this picture. Use markers or crayons and follow the coloring code to find them.



1 red

4 green

2 orange

5 blue

3 yellow

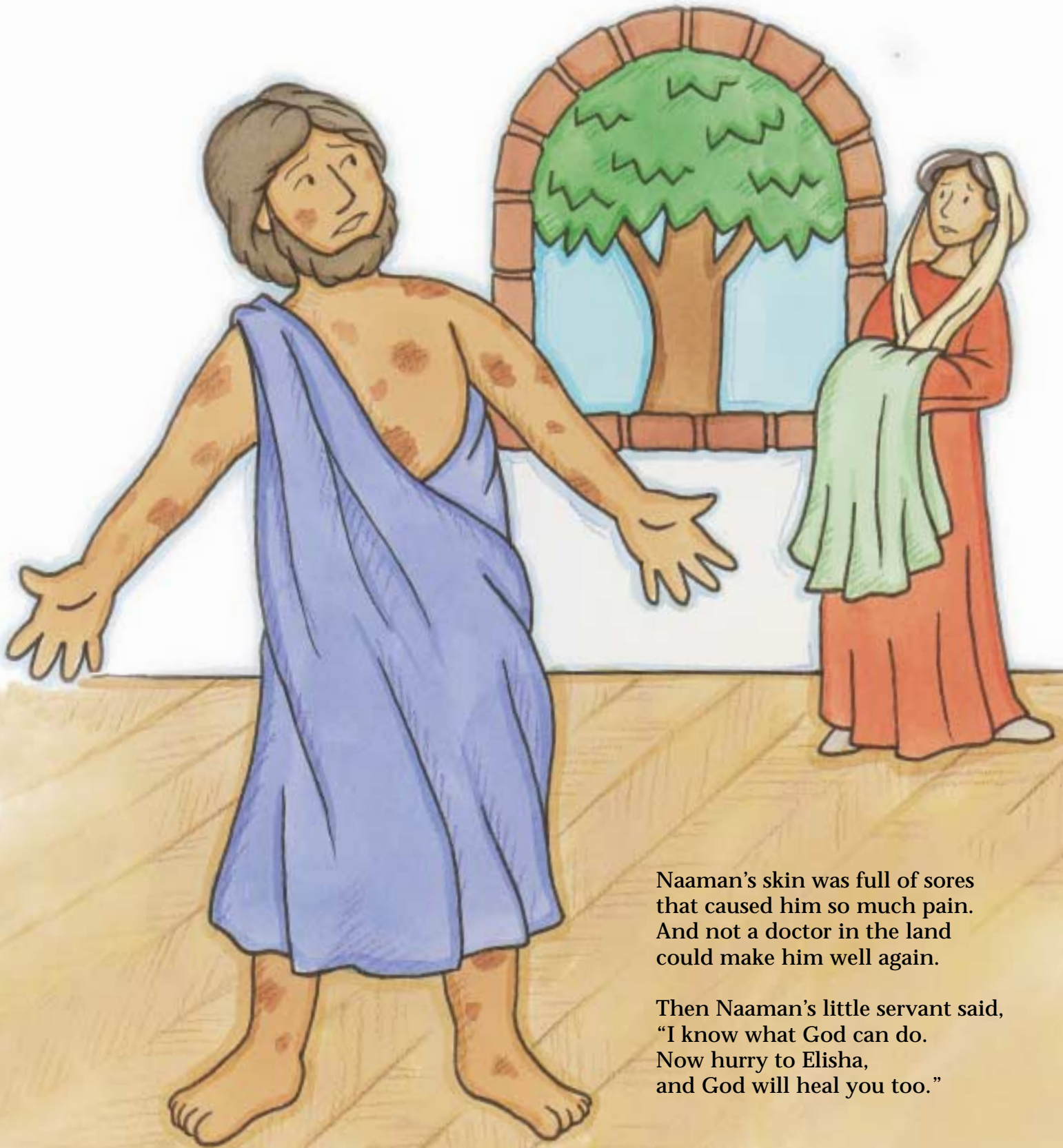
6 gray

..walk with me..

Walk with Me, Grades K-1, Year 1, Unit 1 www.WalkWithMeOnline.org
Faith Alive Christian Resources published by CRC Publications.
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God Heals Naaman

2 Kings 5:1-16



Naaman's skin was full of sores that caused him so much pain. And not a doctor in the land could make him well again.

Then Naaman's little servant said, "I know what God can do. Now hurry to Elisha, and God will heal you too."



Elisha gave instructions
to this sick and hurting man:
“Dip in the river seven times,
this is God’s healing plan.”

Well, Naaman didn’t want to.
“I won’t, I won’t!” he cried.
But Naaman’s servants begged him,
“At least give it a try.”

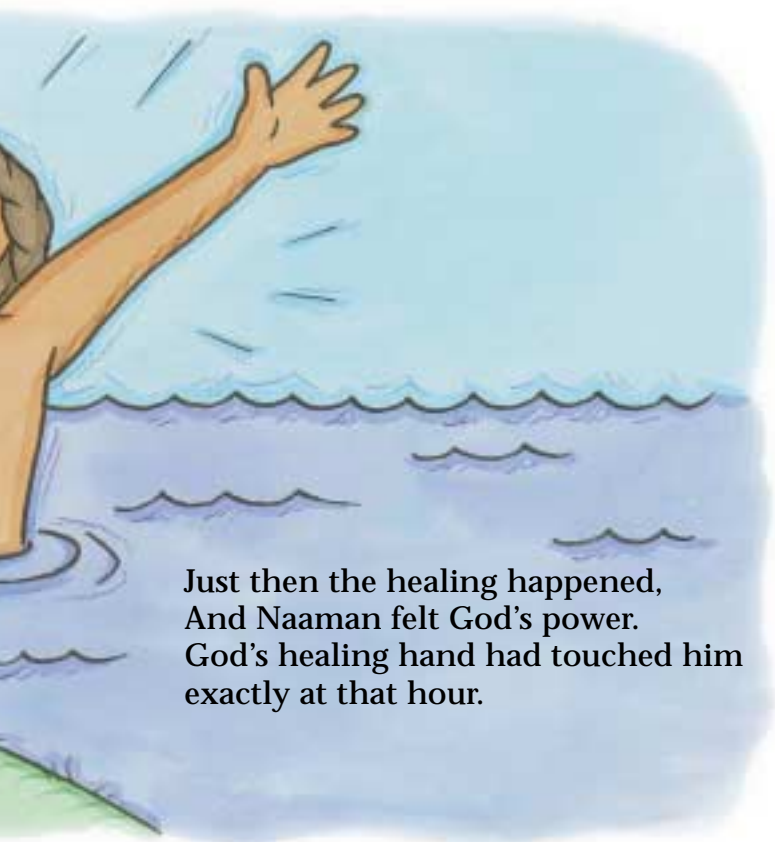
He walked down to the river’s edge
and waded in a bit.
Then slowly and obediently,
down in the water dipped.

ONE TWO THREE FOUR





FOUR FIVE SIX SEVEN



Just then the healing happened,
And Naaman felt God's power.
God's healing hand had touched him
exactly at that hour.

He hurried to Elisha, saying,
"How wonderful I feel!
My skin is fresh and smooth again.
I know your God is real.

"I'll go back to my home again.
I'll serve God every day,
because I know God loves me.
I'll love God and obey."



"I'll Obey"



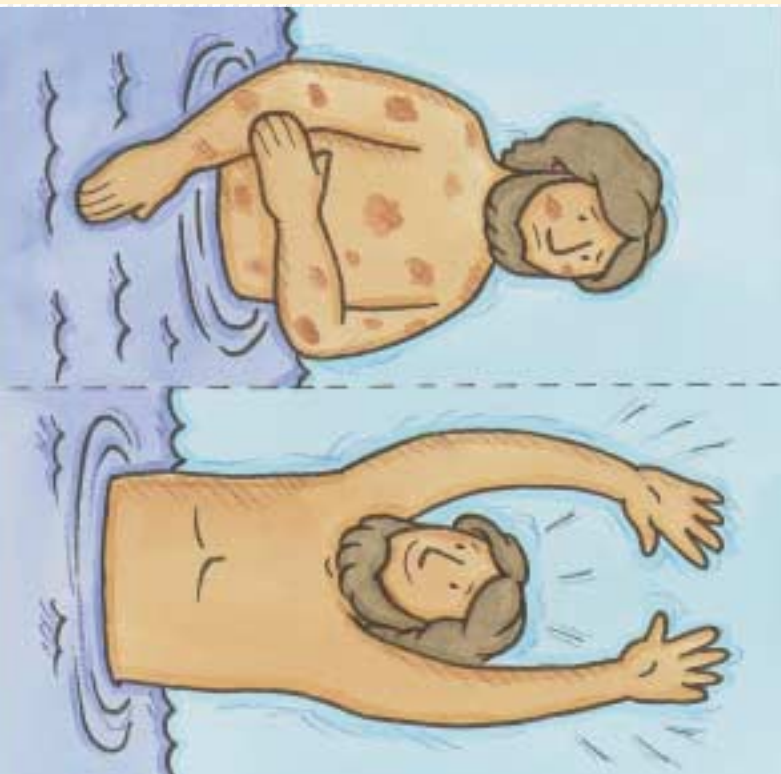
One day,
my grandma say:
"Please obey.
Pick up your toys.
Stop that noise!
Wash your face,
tie up your lace.
Get off the floor,
and—please, please, please!—
don't scratch your head anymore.
And then we'll go to the ice cream store."
And I say, "OK!
I'll obey."



But then,
I forgot.
I played with the toys,
I make some more noise.
There's still dirt on my face,
I trip on my lace,
I stay on the floor.
And then, I scratch my head some more.
Grandma say,
"I guess we'll forget the ice cream store."
"Oh my, oh me!
I'm so sorry!"

Dear Family:

As you read the poem on pages 1-3, your child can act out the story of Naaman with this stick puppet. Cut out the puppet, fold on the dotted line, and tape it to a craft stick, small ruler, or pencil.



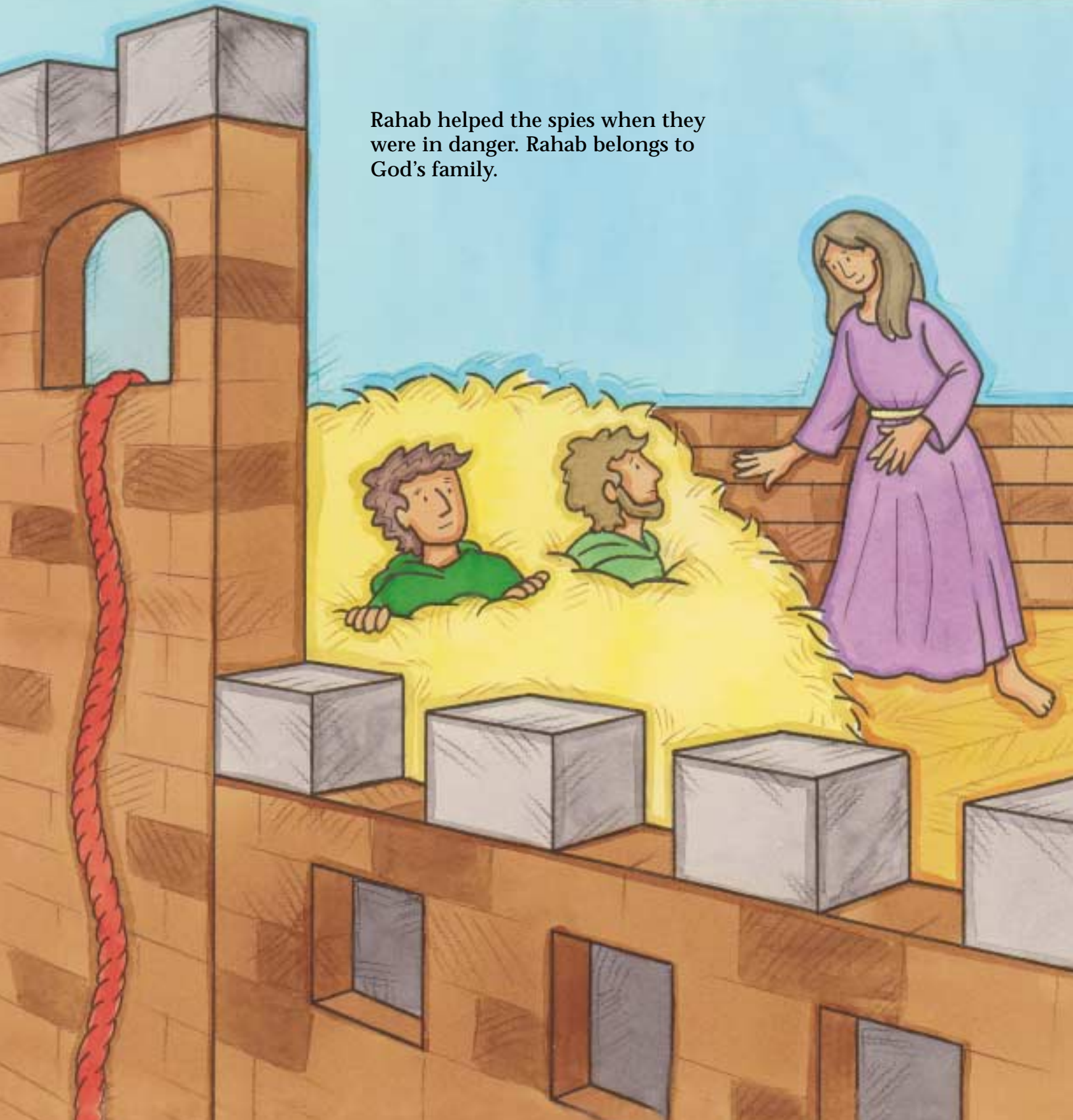
Then I hear Grandma say,
"This time, please obey!"
So I picked up my toys,
I stopped making noise,
put soap on my face,
made a bow with my lace.
I got off the floor,
and I quit scratching
forevermore!
(Well, at least I'm trying.)
And I smiled!
And Grandma smiled,
as we headed out the door
to the ice cream store.



Rahab Loved and Obeyed God

Joshua 2

Rahab helped the spies when they were in danger. Rahab belongs to God's family.



We Want to Love and Obey God

Draw a line from the words to the people who said them.

Draw a big red heart around the people who want to love and obey God.

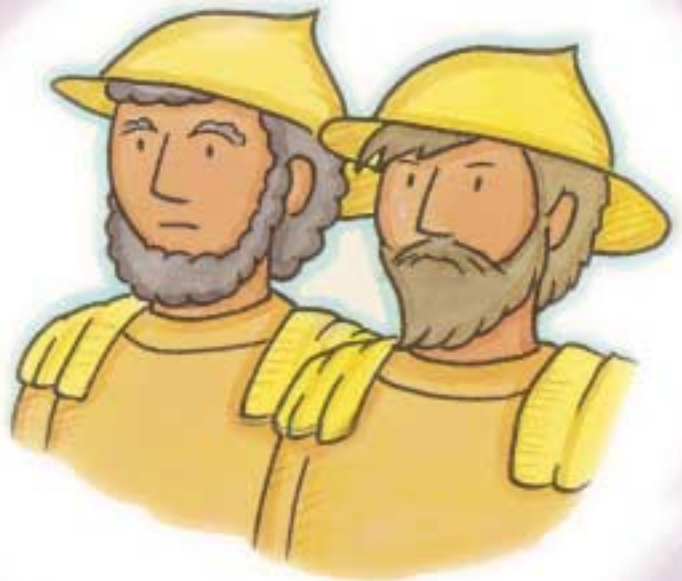
We will spy on Jericho.
God will take care of us.

Find the spies and
lock them up.

I will help you clean up
your room.

Come! I will hide you
from the soldiers.

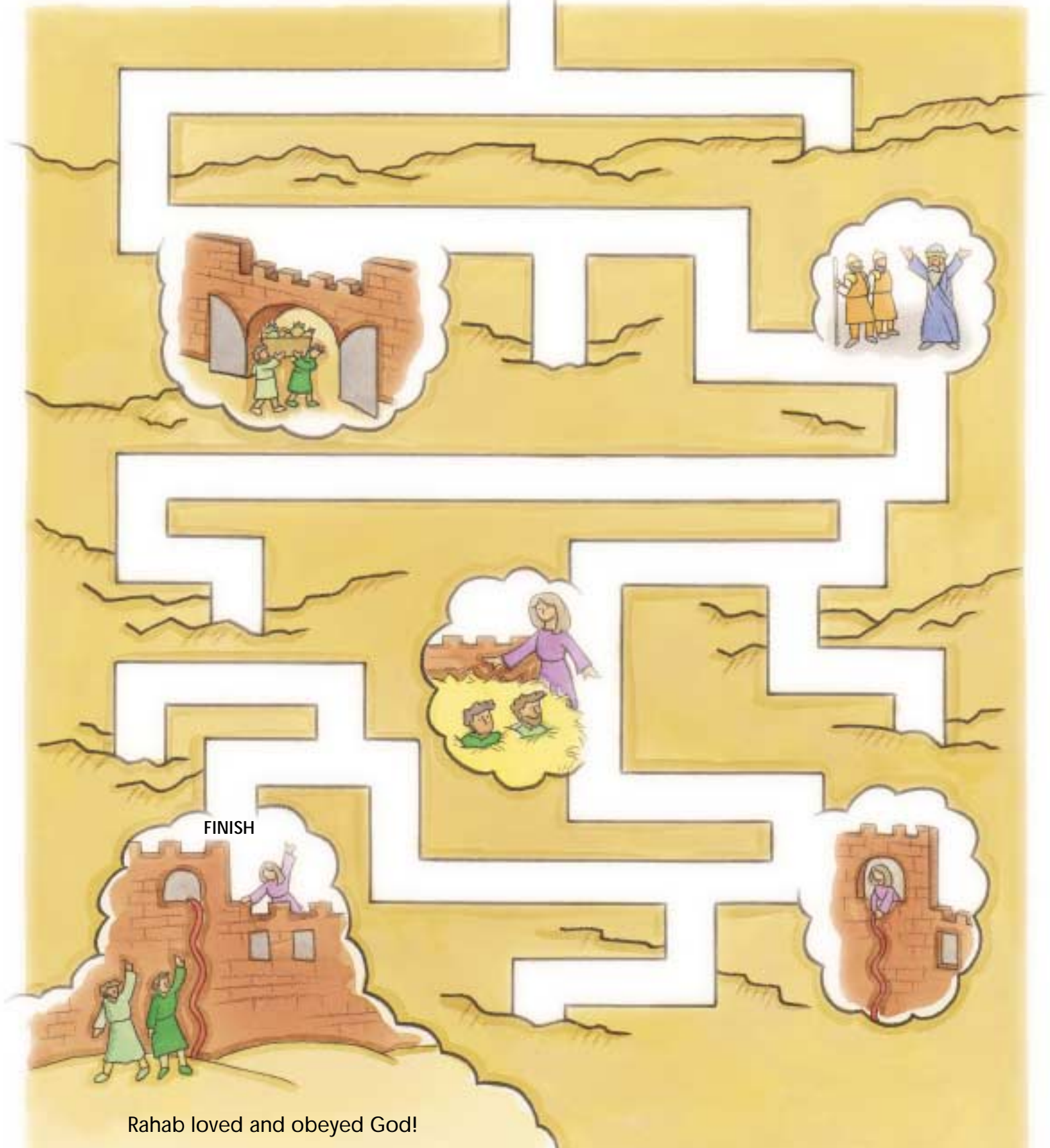
We will find the spies and
bring them to prison.



Rahab Helped God's People

Find your way through the maze to find out what happens to the spies.

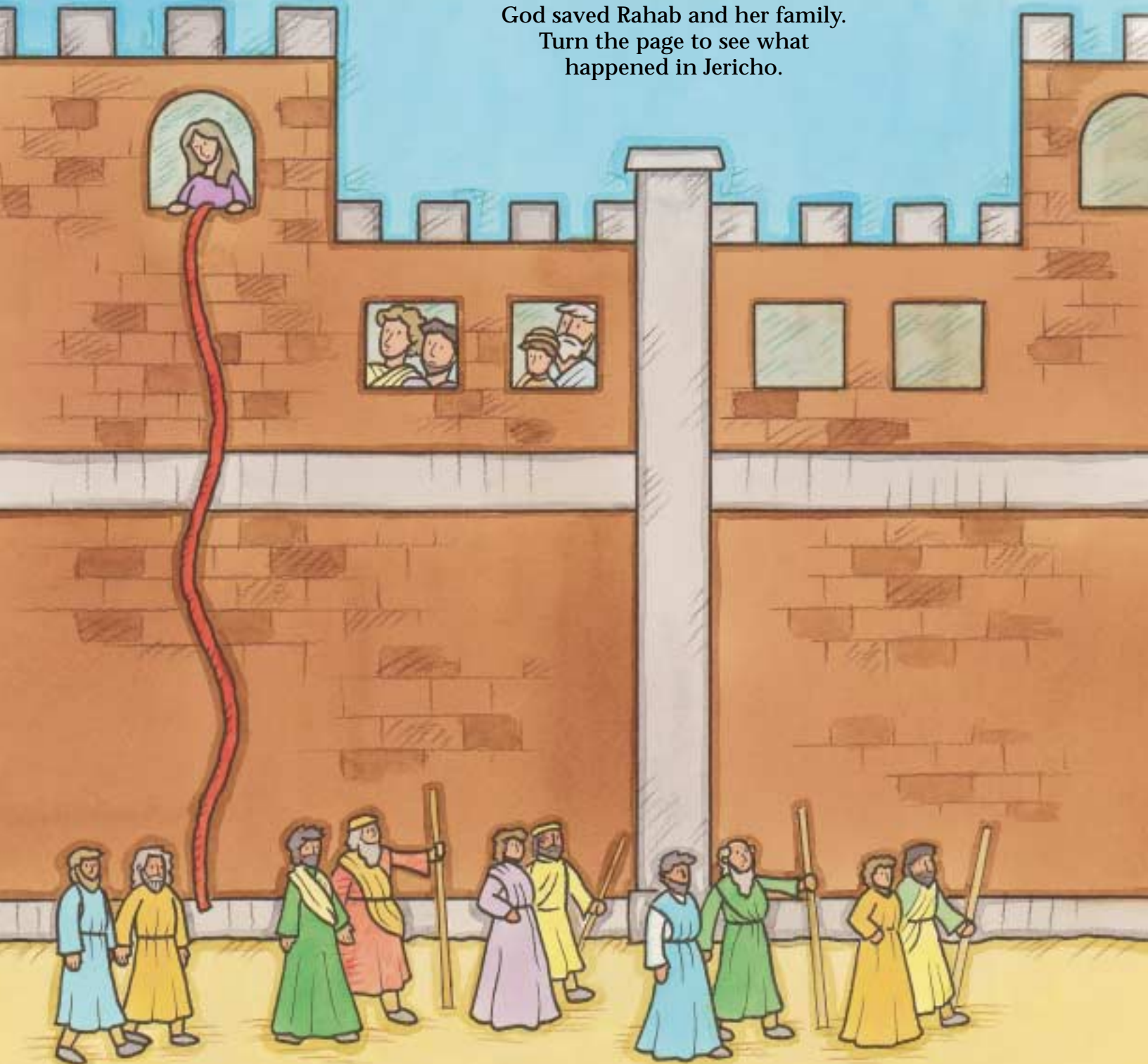
START



Rahab Loved and Obeyed God

Joshua 6

God saved Rahab and her family.
Turn the page to see what
happened in Jericho.



Joshua Fought the Battle of Jericho

The musical score is written for a four-part setting (Soprano, Alto, Tenor, Bass) in 4/4 time, featuring a key signature of one flat (B-flat). The melody is primarily in the soprano part, with accompaniment in the other parts. The lyrics are: "Josh - ua fought the bat - tle of Jer - i - cho, Jer - i - cho, Jer - i - cho, Josh - ua fought the bat - tle of Jer - i - cho, and the walls came tum - bling down." The score includes three systems of music. The first system starts with a Dm chord. The second system includes Gm and Dm chords. The third system includes A7 and Dm chords. The background of the page features a colorful illustration of the Battle of Jericho, showing the city walls being destroyed and Joshua and his army celebrating the victory.

Dm

Josh - ua fought the bat - tle of Jer - i - cho,

Gm Dm

Jer - i - cho, Jer - i - cho, Josh - ua fought the

A⁷ Dm

bat - tle of Jer - i - cho, and the walls came tum - bling down.

Words and Music: African-American spiritual: arrnged by Emily R. Brink, 1992
Arr. © 1994, CRC Publications

God's people obeyed, and God made th

Dear Family: Ask your child to tell you the rest of the story about how God saved Rahab. Sing the song together to celebrate what God did.



the walls of Jericho come tumbling down!

God's BIG Family

Noah, Naaman, and Rahab all loved and obeyed God. Color their pictures.

Then draw a picture of yourself or someone else who wants to love and obey God.





