

Mission Accomplished

Bible Lesson: Revelation 7:9-10

PREPARATION

Objective

Students will understand that, in the end, God will accomplish his purpose – all peoples will worship him.

Outcomes

1. Students will review God's purpose.
2. Students will learn that in heaven, people from all nations will worship God.
3. Students will understand that they are God's specially crafted workmanship, created to serve God.

Memory Verse

Ephesians 2:10 "For we are God's workmanship, created in Christ Jesus to do good works, which God prepared in advance for us to do."

Directions

1. Review the words and hand motions for the song, "We are God's Workmanship" and the "I Can, Too!" finger play on the DVD.

**PREPARATION: 20 min.****TEACHING: 35 min.**

Materials

- Bible
- "God's Story Bookmark" #6 (Introduction p. 24)
- one copy of "Palm Branch Praise" poster (p. 2)
- "We Are God's Workmanship" song (MS)
- "I Can, Too" finger play (AS)
- two small cans of play dough
- a few coins
- keys on a key ring
- masking tape or thick yarn
- at least two helpers
- TV/DVD

Palm Branch Praise



TEACHING (CORE)

PRE-LESSON ACTIVITY: GOD'S WORKMANSHIP

Directions

1. Have students sit in the teaching area. Say, *"I'm going to create something with play dough."* Empty the contents of one small can of play dough into your hand. Smash it flat, curl the edges up to form a crude bowl, and place it on your outstretched palm. Pull coins out of your pocket, or ask for some from adults in the room, and place them in your play dough bowl.
2. Say, *"I worked to make this bowl for holding coins. I made it with my own hands. This bowl is my workmanship. Can you say 'workmanship?'"* Allow students to repeat.
3. *"Now I'm going to make something else."* Empty the contents of the second small can of play dough into your hand. Smash a firm, square base, and then squeeze up a rounded column from the center. Make it the right size for your key ring to fit over. Place your key ring holder on your outstretched palm and slip your key ring over the column.
4. Hold up the key ring holder and say, *"I worked to make this key ring holder so I will not lose my keys. I made it for a purpose. This key ring holder is my workmanship."*
5. Say, *"Raise your hand if you can name one thing that is your workmanship. It does not need to be made of play dough. Think of something you made ... something you made for a purpose. You thought about what you needed ahead of time, and then you made it. It could even be something you made together with your mom or dad."* Allow responses.
6. Then say, *"Did you know that God made you and me for a reason? Listen to this verse from God's Word. Raise your hand when you hear the word 'workmanship.'" Read Ephesians 2:10. Say, "Imagine that! You are God's workmanship, specially made for a purpose!"*
7. *"What is the reason God made us? Not to hold coins or keep keys safe. When God thought about his big plan to have people from all nations worship him, he chose us to help with that plan. Ahead of time, or in advance, he prepared good things for us to do."*
8. Point to several students and say, *"I wonder what God has in mind for you ... and you ... and you? In fact, I wonder what God has prepared for each of us to do! We are God's workmanship."*

MEMORY VERSE SONG: WE ARE GOD'S WORKMANSHIP

Ephesians 2:10 "For we are God's workmanship, created in Christ Jesus to do good works, which God prepared in advance for us to do."

Directions

1. Have students spread out far enough so that their outstretched arms will not bump into each other. Say, *"Let's sing about being God's workmanship."*

Materials

- Bible
- two small cans of play dough
- a few coins
- keys on a key ring

Materials

- Bible
- "We Are God's Workmanship" song (MS)
- TV/DVD

2. Play the memory verse song on the DVD and have students watch.
3. Sing the song through, adding motions.
4. After singing the song several times, direct students to stand still and close their eyes. Lead students in a prayer of commitment something like this: *“Dear God, thank you for making me just like I am. Thank you for planning good works for me to do. I want to find out what you have in mind for me. I want to do the things you prepared for me to do. Amen.”*

BIBLE LESSON: HEAVEN

Directions

1. Seat students. Have helpers sit with them.
2. Ask, *“How many of you like to have someone read to you?”* Allow responses.
3. Ask, *“When someone is reading an exciting story, do you ever wonder what will happen at the end of the story? Maybe you just want your mom or dad to hurry up and get to the good part ... the end?”*
4. Fold out “God’s Story Bookmark” #6 as you open your Bible. This will be a clue to help students answer your next question.
5. Say, *“Many times we have talked about God’s Story, his big plan, or his purpose. Raise your hand if you remember what that might be.”* If students have trouble, remind them of the memory verse song, “My Name Will Be Great,” have them do the hand motion for the “Key Word” “Purpose,” or give other hints that lead them to remember that God wants worship from all people everywhere.
6. Say, *“Today’s Bible lesson tells us that God will finish what he planned to do all along.”* Hold up your Bible and say, *“In Revelation, the last part in the Bible, God describes what will happen in the future, at the end of time.”*
7. Say, *“This scene takes place in heaven.”* Read Revelation 7:9-10, pausing to explain each phrase as follows.
8. *“After this I looked and there before me was a great multitude that no one could count ...”* Explain that there are so many people in this crowd that it is impossible to count them all.
9. *“...from every nation, tribe, people and language ...”* Explain that this crowd is made up of people from all around the world all praising God in their own language.
10. *“... standing before the throne and in front of the Lamb ...”* Explain that this throne is not pretend. It is the real throne of God. The Lamb is Jesus, God’s Son.
11. *“... They were wearing white robes and were holding palm branches in their hands. And they cried out in a loud voice: Salvation belongs to our God, who sits on the throne, and to the Lamb.”* Explain that all the people are shouting thanks to Jesus for dying on the cross for their sins and praising God.
12. Ask, *“Can you imagine this huge worship service?”*

Materials

- Bible
- “God’s Story Bookmark” #6 (Introduction p. 24)
- “Palm Branch Praise” poster (p. 2)

13. Show students the “Palm Branch Praise” poster, and ask, “*What are the worshipers holding in their hands?*” Allow responses.
14. “*Let’s raise our hands, as if we are all holding branches from a palm tree, like the Bible says we will do.*”
15. As students keep their hands raised, lead them in the following prayer of commitment. After you say each phrase, have them repeat.

”Dear Lord Jesus, (pause for students to repeat)

Thank you that many people (pause)

will worship you in heaven one day. (pause)

Thank you for creating me (pause)

to do good works (pause)

I want what you want: (pause)

I want people to worship you (pause)

from every nation and tribe (pause)

from every people and language. (pause)

Show me how I can take part (pause)

in your great purpose. (pause)

In Jesus’ name, Amen.” (pause)

IN CLOSING: REVIEW AND APPLICATION

Directions

1. Have students stand up and spread out. Ask, “*Have people from all the places in the world heard about Jesus yet?*” (no) “*Can I tell people about Jesus, even though I am not very old?*” Affirm that God wants all of us, young and old to tell those around us about Jesus.
2. Play “I Can, Too!” through once and have the students watch to review the motions.
3. Then have students do the finger play.

Materials

- “I Can, Too” finger play (AS)
- TV/DVD



VIDEO: BHIL KIDS

Before the Activity Directions

1. Preview “Bhil Kids” on the DVD.

Directions

1. Hold up the globe and say, “*The Bhil (beel) live in North India.*” Show the students the country of India on the globe.
2. “*Let’s watch this video to find out more about Bhil families.*”
3. Show the video.
4. Ask, “*How are Bhil children different from you?*” Allow responses.
5. Ask, “*How are Bhil children the same as you?*”
6. Conclude by saying, “*God loves Bhil families and wants them to know and worship him.*”



PREPARATION: 10 min.

TEACHING: 15 min.

Materials

- “Bhil Kids” (VF)
- TV/DVD
- globe



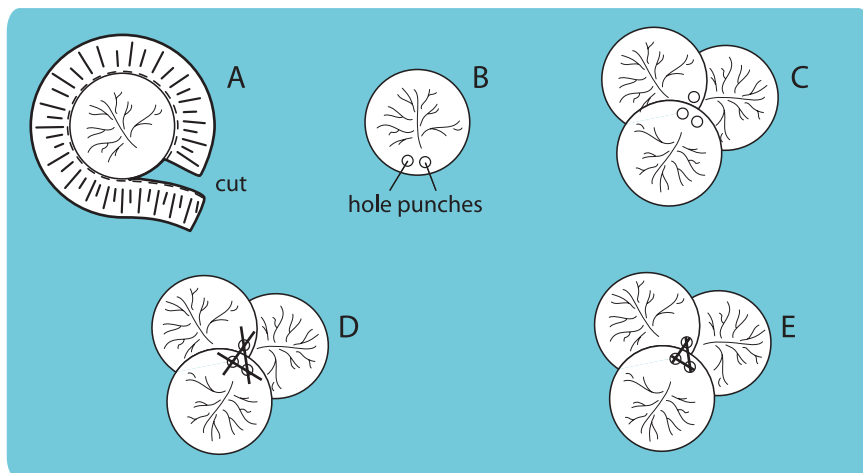
CRAFT: LEAF PLATE

Before the Activity Directions

1. Use scissors to cut the outside rim off each plate, leaving approximately a 5 1/2 to 6-inch diameter circle. (See A below.)
2. Make a few sample plates using the directions below.

Directions

1. Ask the students to think about different kinds of plates they have used for meals. Let them describe plates used on picnics, at fancy dinners, or for every day.
2. Then say, *"Bhil families live in India. They often eat their meals from plates made of large, round leaves that are woven together with sticks. What do you think it would be like to eat from a plate made out of leaves?"* Allow responses.
3. Say, *"Today we will make our own Bhil plates out of paper. You can take them home and use them to eat a snack."* Pass out three trimmed paper plates and crayons to each student.
4. Say, *"We will pretend that these plates are leaves you picked off a plant or tree."* Have students discuss what leaves look like. Tell them to color both sides of each paper plate, but not the rim. Let the students draw leaf "veins" and be creative with color choices. (See B below.)
5. Have the students stack their three plates on top of each other. Have helpers go around to each of the students and punch two holes (1 inch apart) through all three of their plates, approximately 1/2 inch in from the edge of the circle. (See C below.)
6. Help the students to fan out the three plates so the holes overlap, thus making a triangle shape with the holes. (See D below.)
7. Hand out three toothpicks to each student. Show them how to weave the first toothpick in and out of two holes as you would pin fabric together with a straight pin. Give assistance as needed.



PREPARATION: 20 min.

TEACHING: 15 min.

Materials

- adult scissors (straight edge or try some of the different designer-edged ones)
- three cheap, white paper plates for each student (**Note:** Styrofoam plates do not work.)
- three flat toothpicks for each student
- several hole punchers
- crayons

8. Repeat with the other two toothpicks until the plate is well attached in the middle.
9. Turn the plate over so the points of the toothpicks are under the plate.
(See E on previous page.)



GAME: SITOLIA

(sih-tohl-ee-yah), a Bhil ball game

Directions

1. Say, *"Bhil children enjoy playing games. Many of their games include materials they can find easily like rocks or sticks. Sitolia is a team game that uses a ball and flat rocks or broken roof tiles. The object of the game is to knock down a stack of rocks or tiles with a ball."*
2. Divide the students into groups of 6-8 students. Have the students sit down for a demonstration.
3. Choose one group of students and divide it into two teams with three or four players on each team.
4. Stack the seven blocks one on top of the other. If seven blocks are too difficult, try using five.
5. Direct both teams to stand equal distance from the blocks, at least eight feet away.
6. Say, *"To start the game, each team chooses one person to be the 'marksman.' This team member will try to knock down the stack of blocks with a ball. You can pick a new 'marksman' after every round."* Wait until each team chooses a marksman.
7. Choose one team to begin and hand the ball to their marksman. Say, *"You will aim the ball at the pile of blocks and throw it. Keep trying until you knock the pile down. As soon as you knock the blocks down, you must stand still. You cannot move."* (Allow young children to roll the ball.)
8. Turn to the rest of the marksman's team and say, *"You must watch the pile of blocks carefully. As soon as the blocks fall, you will run to the blocks and try to pile them up again."*
9. Turn to the other team and say, *"When the blocks fall, your team chases after the ball. Whoever gets the ball runs to the marksman and tags him on the shoulder. If the pile of blocks is not built up when the marksman is tagged, your team gets a turn to knock down the blocks."*
10. *"If the pile is built up before you can tag their marksman, his team gets a point and goes again – a new marksman is selected."*
11. *"One point is scored each time a team successfully piles up the blocks before their marksman is tagged."*
12. Have the two teams demonstrate one round of the game. Answer questions and clarify rules as needed.
13. Have each group of 6-8 students divide into two teams and select their first marksman.
14. If you have a large play area, set up several more sets of blocks and let groups play simultaneously.
15. For smaller play areas (or young children), let each group have a turn to play. Move the rest of the groups to a safe place to watch.



PREPARATION: 5 min.

TEACHING: 20 min.

Materials

- a playground ball
- seven light-weight blocks or flat rocks that can be easily stacked



SNACK: PAKORAS

(pah-kohr-ahz, vegetable fritters), a Bhil food
Makes eight servings (one serving = 2 ounces)

Before the Activity Directions

1. Peel, slice, and partially boil the vegetables in the boiling water.
2. In a bowl, mix the flour, salt, pepper, and mint with enough water to make a thin batter.
3. Dip each vegetable piece in the batter, coating it thoroughly.
4. Deep fry each coated vegetable piece in the hot oil until golden brown.
5. Carefully remove each “fritter” with a slotted metal spoon and drain on a platter covered with paper towels.
6. Put tomato sauce, ketchup, or mint chutney in small bowls for dipping.

Directions

1. Say, “*Bhil families eat lots of vegetables and flat bread called a chapati (chah-pah-tee). Instead of sitting in chairs at a table, most Bhil families eat on the floor or outside on the ground. They use plates that they make out of round leaves that are woven together with sticks. Instead of using forks, knives, and spoons, many families scoop up food with their flat bread.*”
2. “*Today, we are going to try a type of food that Bhil families eat called pakoras. First, the mother or daughters cut the vegetables into small pieces. Then they roll the vegetables in a mixture of flour, spices like salt and pepper, and water. These coated vegetables are fried in a pan of hot oil.*”
3. Pass out small plates and napkins. Put two or three *pakoras* on each plate. Say, “*Pakoras are vegetables you can eat with your fingers. Bhil families use only their right hand for eating. They enjoy dipping pakoras into sauces.*”
4. Pass out small bowls of dipping sauce to each table. Encourage students to try different sauces. Provide plenty of napkins.



PREPARATION: 30 min.

TEACHING: 15 min.

Materials

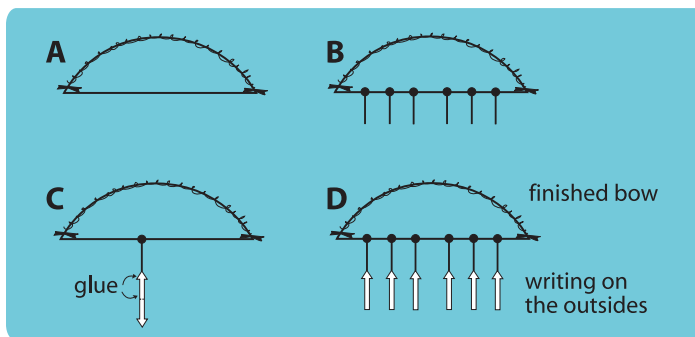
- ½ pound vegetables (cauliflower, broccoli, potatoes, onions, green peppers, etc.)
- 1 cup whole wheat flour
- ¼ teaspoon salt (or to taste)
- ½ teaspoon cayenne pepper
- ⅛ teaspoon mint extract
- 3-quart sauce pan
- large bowl
- vegetable oil
- pan for deep frying
- slotted metal spoon
- platter or large plate
- paper towels
- tomato sauce, ketchup, or mint chutney
- water
- small bowls
- small paper plates
- napkins



PRAYER ACTIVITY: ARROW PRAYER

Before the Activity Directions

1. Twist the ends of two chenille wires together to make a 24-inch length. Bend the wire into an arc shape to represent the string portion of the bow.
2. Wrap the ends of the chenille wire around the dowel rod, about one inch from each end. Wrap two or three times to secure. Adjust the wire to form a bow shape. (See A below.)
3. Tie one end of each of the six pieces of yarn to the dowel rod, spacing them evenly along the rod. (See B below.)
4. Use scissors to cut out the “Prayer Arrows.” Fold arrows on the dotted lines so that the writing shows on the outside.
5. Unfold each arrow. Put a thin line of glue from the middle fold up to the arrow point.
6. Place the end of each hanging yarn piece inside the arrow on the glue line. Fold the arrow closed and seal it shut so that the arrow hangs down from the dowel rod by its point. (See C and D below.)



Directions

1. Say to the students, “*Bhil (beel) families live in the country of India. Many years ago, the Bhils used bows and arrow to hunt tigers and other wild animals and as weapons to fight in wars. Today some Bhil men still carry their bows and arrows with them wherever they go. The bow we are going to use will help you remember to pray for the Bhils when you are doing different activities throughout your day. You can pray for them wherever you go.*”
2. Show students the bow you made and say, “*We’re not going to use this bow to hunt wild animals or fight a war. These are prayer arrows. The writing on one side tells something about Bhil families. The writing on the other side of the arrow tells us how to pray for them.*”
3. Hold the bow at a child’s height. Choose a volunteer to come to the front and point to one of the arrows. Read the side of the arrow which gives information about the Bhil people.
4. Encourage students to compare their lives with the lives of Bhil families. Here are some suggested discussion starters for each arrow:
 - Water: *What do you think children use to carry their water back home?*



PREPARATION: 15 min.

TEACHING: 30 min.

Materials

- one copy of the “Prayer Arrows” (p. 13)
- two brown, 12-inch chenille wires
- one thin, 12-inch dowel rod
- six, 6-inch lengths of thin yarn, any color
- glue
- scissors

Pretend that you are a child carrying a heavy container of water. Show us what you would look like. If you were thirsty, where would you get your water?

- *Preparing meals: In what ways have you helped your parents fix a meal? How long does it usually take to fix a meal at your house? What things in your kitchen help make fixing a meal quicker? What do you do when you are hungry and dinner is not ready yet?*
 - *School and chores: If you stayed home to help with chores all day, what would you miss most about school? What would be difficult for your family if no one could read? Do you have little brothers or sisters who cannot read? How do they learn about Jesus if they cannot read the Bible?*
 - *Jesus film and Bible translation: What is your favorite Bible story? Why is having the Bible important? Have you ever seen writing in another language in a book or on a sign? How would it feel to have a whole Bible in that language?*
 - *Family: Why is your family important to you? How do you show your parents that you love them? How can you tell if children are respecting their parents?*
 - *Spirit worship and fear: What are some ways you have seen people using rocks? Trees? What if your family believed that evil spirits lived inside of rocks and trees – how might people treat them then? Tell about a time you were afraid and someone comforted you.*
5. Stop after discussion on each topic and read the information on the other side of the arrow.
 6. Let students create prayers based on the information they hear.

Prayer Arrows

Bhil children get water from a well or a spring. Sometimes they carry water very far back to their home.	Whenever you drink water, pray for God to protect Bhil children as they do hard work.
Bhil children help their mothers fix meals. Sometimes it can take all day to make just one meal.	Whenever you sit down to eat, pray for God give Bhil children the food they need to grow healthy and strong.
Many Bhil children do not go to school because they help with family chores. Many cannot read or write.	When you go to school, pray that Bhil children will get a chance to hear and understand about Jesus.
Bibles are not available in Bhili (bee-lee), the language that Bhil families speak.	When you open your Bible, pray for workers to translate the Bible into the Bhil language.
Families are very important to the Bhil people. Children love, honor, and respect their parents and relatives.	Whenever you are with your family, pray that Bhil children hear that God wants to invite them into his family.
The Bhil live in fear of evil spirits and worship rocks, trees, and idols.	Whenever you see a rock or tree, ask God to take away the Bhils' fear and put his love and comfort in its place.