

Blessed to Be a Blessing

Theme Lesson

PREPARATION

Objective

1. Students will understand that God blesses his people so they will share with others.
2. Students will have a basic understanding that as with Abraham, God blesses his children with knowledge of himself so we will share God with others.
3. Students will be able to identify two “Key Words”: “Purpose” and “People.”

Outcomes

1. Students will name ways God has blessed them.
2. Student will participate in a project blessing others.
3. Students will identify one way they will share their belongings or help someone during the coming week.

Directions

1. Set up the “Blessed to be a Blessing” video and familiarize yourself with it.
2. The lesson may be taught without the video if desired. Cut out several pictures of people from different ethnic groups and glue onto a poster board.

**PREPARATION: 15 min.****TEACHING: 30 min.**

Materials

- “Blessed to Be a Blessing” video (SS)
- TV/DVD player
- poster board (optional)
- pictures of people from different ethnic groups (optional)
- glue (optional)
- scissors (optional)
- “Key Word” pictures for “Purpose” and “People” (Introduction pp. 7, 9)
- “Key Word Definitions and Hand Motions” (Introduction pp. 17-21)
- “Key Word Purpose Statement” teacher aid (Introduction p. 22)
- “God’s Story Bookmarks,” bookmark #3 (Introduction p. 23)
- Bible

TEACHING (CORE)

KEY WORDS

Directions

1. Tell the students that they will be learning Key Words that explain God's purpose and how he moves in history to fulfill this purpose. Hold up the "Key Word Purpose Statement" teacher aid and read it to the students.
2. Show the picture for "Purpose." Teach the hand motions and definitions.
3. Show the picture for "People." Teach the hand motions and definitions.

THEME LESSON: BLESSED TO BE A BLESSING

Directions

1. **Show slide 1.** In a loud voice say, *"THAT'S NOT FAIR! Have you ever heard someone say that? Have you ever said those words?"* (Allow children to give specific examples by finishing this prompt: It's not fair that ...)
2. **Show slide 2.** Ask, *"What does it mean to be fair?"* (Allow responses.) *"Those are good answers. It means that everyone gets their fair share doesn't it?"*
3. **Show slide 3.** *"Why are people not fair?"*
4. **Show slides 4-6.** Explain, *"Some people are not fair because they like having more than other people."* Smile and say, *"It can be fun to have more toys or candy than everyone else."* Cross your arms in front of you with a proud look on your face and say, *"Some people do not share because having more makes them feel important."* Point your finger to your temple, look sad, and say, *"Sometimes we are not fair simply because we forget to think of other people. We are too busy thinking of ourselves."*
5. **Show slide 7.** Ask, *"What does God say about fairness?"* Open your Bible and say, *"In the book of Isaiah, God says this."*
6. **Show slide 8.** Say, *"For I, the Lord, love justice ..."*
7. **Show slide 9.** *"Boys and girls, justice means fairness. God loves fairness! It makes God happy when boys and girls are fair and share with one another. Did you know that?"* Ask, *"What kind of child does God want you to be?"* (Allow responses.) *"Yes – a fair one!"*
8. **Show slide 10.** Ask, *"What does God want us to do?"*
9. **Show slide 11.** Hold Bible open. *"The Bible says in Micah 6:8 that God wants us to 'act justly and love kindness.'"*
10. **Show slides 12-13.** *"That means we are to treat people the way we want to be treated. Luke 6:31."*
11. **Show slide 14.** Then say, *"My next question is a big question. You will need to think hard. Are you ready?"* Say slowly, *"What is not fair about knowing Jesus?"* Allow time for students to think before allowing any responses.
12. **Show slide 15.** *"A lot of other people do not know Jesus. Boys and girls, it*

Materials

- "Key Word" pictures for "Purpose" and "People" (Introduction pp. 7, 9)
- "Key Word Definitions and Hand Motions" (Introduction pp. 17-21)
- "Key Word Purpose Statement" teacher aid (Introduction p. 22)

Materials

- "Blessed to Be a Blessing" video (SS)
- TV/DVD player

is not fair that some people know about Jesus and others do not know about him.”

13. **Show slides 16-17.** (If you are not using the video, show the poster of people from many different ethnic groups and cultures.) Say, *“Millions of people have never heard the name of Jesus! There are thousands of people groups around the world who have never heard about God or his Son, Jesus.”*
14. **Show slide 18.** Say, *“That is not fair!”*
15. **Show slide 19.** Ask, *“How will they hear?”*
16. Say, *“God created people to worship him, but how will they worship God if they have never heard of him?”* (Allow a few responses.) *“People who know Jesus need to share Jesus with those who have not heard about him. This has been God’s plan since the beginning. God’s plan is for people to tell people about him.”* Show the hand motion for the Key Word *“People.”* *“People are to proclaim – tell others – about God.”* Demonstrate hand motions for the Key Word *“People”* and have students practice with you.
17. **Show slide 20.** Ask, *“Do you remember our ‘God’s Story Bookmarks’?”* Show Bookmark #3 of Abraham. Say, *“God’s plan began with a man named Abraham. God blessed Abraham so he could bless the nations. In Genesis 12:1-3 God told Abraham, ‘I will make you into a great nation and I will bless you. I will make your name great, and you will be a blessing.’”*
18. **Show slide 21.** Ask, *“What does all that mean?”*
19. **Show slide 22.** Say, *“The Bible tells us ways that God blessed Abraham. God gave Abraham a big family. He promised Abraham that his family would outnumber the stars in the sky. That’s a big family! “*
20. **Show slide 23.** *“God gave Abraham lots of land.”*
21. **Show slide 24.** *“God also blessed Abraham by allowing him to know the truth about God – Abraham knew God was real. In Abraham’s day very few people believed in God. Instead, they worshiped and prayed to idols made of wood and stone. Wood and stone cannot love people. They cannot help people. Only God has the power to answer prayers. God showed Abraham his power many times by answering his prayers.”*
22. **Show slide 25.** *“God also promised that he would make Abraham’s name great. God kept his promise. Even today, millions of people know about Abraham.”*
“God also gave him a lot of possessions. He made Abraham rich! Today people with a lot of money own nice houses, cars, toys, and clothes. Abraham owned nice tents and he had lots of animals like camels and goats.”
23. **Show slide 26.** Ask, *“Why did God give these things to Abraham? So Abraham would be a blessing to others!”*
24. **Show slide 27.** Say, *“Abraham’s family grew to be the nation of Israel.”*
25. **Show slide 28.** *“We can read lots of stories about them in the Old Testament.”* Hold your Bible open and thumb through the pages as you mention different stories. *“Do you remember hearing stories about people like David who fought Goliath, or Daniel who was put in a lion’s den, or a*

queen named Esther? Do you remember hearing a story about how Moses led the people out of Egypt and how God divided the Red Sea to help them escape? These people were all members of Abraham's family."

26. **Show slides 29-30.** Say, "God told the people of Israel to tell other nations (or people) about him. They were to proclaim his name."
27. **Show slides 31-32.** Say, "They were to **BLESS** the nations with the truth about God! God gave Abraham possessions – good things like family, clothes, animals, and money so that Abraham and his family could use those things to tell other people about him. Through Abraham and his children, people from nations like Egypt and Babylon heard about the true God."
28. **Show slide 33.** Ask, "Did you know that we are blessed to be a blessing too? Listen to what the Bible says."
29. **Show slides 34-36.** "Galatians 3:29 says, 'If you belong to Christ, then you are Abraham's seed (family), and heirs (children) according to the promise.'"
30. **Show slide 37.** Say, "God has blessed you with the truth about Jesus. If you have trusted Jesus as your Savior, then you are not only part of God's family, but you are part of Abraham's family and the promise of blessing is for you too. What does God want you to do with this blessing!"
31. **Show slide 38.** "You are to bless others with it. How? "
32. **Show slide 39.** "You are a blessing to others when you care for them and share with them the things God has given you so they will know that God loves them. What are some ways you can show you care about someone?" (Allow responses.) "What are some things you can share with others at school, in your neighborhood, or at home?" (Allow responses.)
33. Ask, "Remember our bookmark?" Show Bookmark #3. "God blessed Abraham so he could bless the nations. God blesses us so that we can bless the nations too. We are to share the good news of Jesus everywhere!"
34. **Show slide 40.** "Be fair ... share Jesus."

IN CLOSING ...

Pray for God's help to share our blessings with others, especially our friendship with God.



SONG: BLESSED TO BE A BLESSING

Before the Activity Directions

1. Set up the TV/DVD. Cue the DVD to the “Blessed to Be a Blessing” song.

Directions

1. Say, *“In our lesson, we learned that God has blessed us.”*
2. Ask, *“Does God want us to share our blessings?”* (yes)
3. Say, *“Let’s learn a new song to help us remember that God wants us to share what we know about Jesus with other people that we meet.”*
4. Play the song through once and have students listen to the words.
5. Play the song again and have the students sing along.



PREPARATION: 5 min.

TEACHING: 5 min.

- “Blessed to Be a Blessing” song (AS)
- TV/DVD



FINGER PLAY: TWO LITTLE HANDS

Before the Activity Directions

1. Set up the TV/DVD. Cue the DVD to the “Two Little Hands” finger play. Practice the hand motions.

Directions

1. Say, *“In our last lesson, we learned a finger play about our hands. What can we do with our hands to show that we love God?”* Allow responses.
2. Play “Two Little Hands” on the DVD. Direct students to listen to the words and watch the motions the first time.
3. Direct students to stand. Play the finger play again. Invite students to say the words and try the motions.



PREPARATION: 3 min.

TEACHING: 3 min.

- “Two Little Hands” finger play (AS)
- TV/DVD



SIMULATION: COATS AND KNEES IN A KENYAN DESERT

Directions

1. Lead students to reenact this make-believe story. Tell them to watch you closely and follow your lead. Tell students, *“Stand up now and put on your imagination hats. Listen carefully to this story and act out the parts. Begin wandering around the room slowly. Imagine you are far, far away in Africa. You and your family have come to a little, desert village. It is hot and dusty.”*
2. Lead students to point to an imaginary row of houses with you. Say, *“You count the short, round houses all in a row: ‘One, two, three, four.’ When the Gabbra (gah-brah) people count, it sounds like this: ‘toke, lahm, sah-dee, ah-foor.’ Let’s all count together in Gabbra: toke, lahm, sah-dee, ah-foor. This small Gabbra village has only four families, with four small houses, all in a straight line.”*
3. Use one hand to shade your eyes, point with the other hand, and lead the children to walk toward an imaginary group of sheep, *“You see a flock of white sheep, fenced inside a round corral. The corral is made of dead, dried out thorn bushes. They have been cut and placed together tightly, so that sheep cannot get out. The thorns also keep hungry hyenas and lions from getting into the corral. You reach over carefully to pet the sheep, but a long, sharp thorn pokes you in the arm. Ouch!”*
4. Pull back your arm and rub the spot where the thorn pricked. Walk on. Point up high and say, *“You look high up at the tall camels in a thorn-bush corral nearby. They look down at you and skitter to the far side of the corral, nervously. You look down at their feet and see how big, and soft they look. The dusty, desert sand fluffs up around their feet. Better to stay away from such huge, jumpy creatures.”*
5. Motion for students to walk on. Then stop, saying, *“Your mom and dad stop at a little round house and begin talking with a young man standing outside. He has gone to school and speaks a little bit of your language.”*
6. Turn your head to one side with a puzzled expression and say, *“You can barely understand what he is saying, so you take a step back and stumble over a big rock, skinning your knee. Ouch, again!”*
7. Turn your head from side to side as if looking around. Rub your knee and say, *“No one notices you fall, except for one old Gabbra grandma, sitting in the doorway of the little, round house. She sees you crying and said, ‘Chah-lay coat.’ What would you do?”*
8. Allow time for response and say, *“You might think she wants you to do something with your coat, because she said ‘Chah-lay coat,’ but why would you be wearing a coat in this hot desert?”*
9. Ask, *“Could she want you to put your coat on your skinned knee? Repeat the phrase again in a wondering tone, ‘Chah-lay coat.’ Or maybe she told you to lay the coat down and put your skinned knee on the coat? You just can not tell!”*
10. Explain, *“Actually, the Gabbra grandma is telling you, ‘Calm yourself. Come here,’ so that she can comfort you, and dry your tears.”*



PREPARATION: 10 min.

TEACHING: 10 min.

Note: The nomadic Gabbra (**gah-brah**) people move constantly through the Sub-Saharan deserts of Northern Kenya and Southern Ethiopia, seeking fresh water and grass for their camels, goats, and sheep. Through the efforts of Bible Translation and Literacy (BTL) of East Africa, the Gabbra people of Kenya are learning to read their newly translated Bibles. Kenyans teach fellow Kenyans through a Bible story literacy program. A small but growing church now feeds on the fresh Word of God!



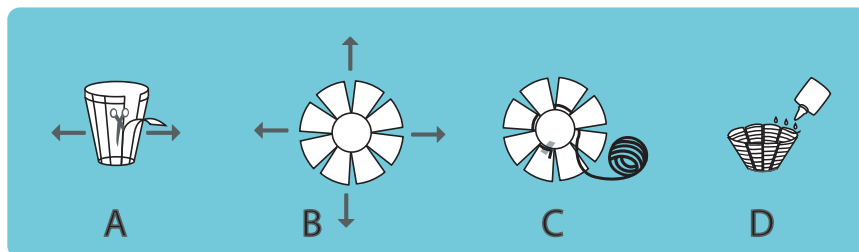
CRAFT: BASKET WEAVING

Before the Activity Directions

1. Use scissors to pre-cut the cups to form an odd number of spokes (5 or 7). Beginning at the top rim, cut a straight line down to the base.
2. Trim each spoke to a length of two inches.

Directions

1. Tell the students, *“In Kenya, weaving baskets is done by women and children. You will have a chance to weave your own basket.”* Pass out a cup to each student. Help them to bend the spokes down flat to form a flower shape. (See A below.)
2. Pass out a ball of yarn to each student. Help students tie one end of the piece of yarn around the base of one spoke, making a knot on the inside of the cup.
3. Show them how to weave the piece of yarn under and over the spokes, making a complete circle around the bottom of the cup. (See B below.)
4. Now have students begin to weave a new row above the first one, continuing until they have reached the top rim of the cup. (See C below.)
5. Remind them to push the yarn tightly toward the base of the cup after each row is completed.
6. When the last row of weaving is completed, help students cut the yarn and secure it by gluing around the top. (See D below.)



PREPARATION: 20 min.

TEACHING: 25 min.

Materials

- one 12-ounce paper cup for each student
- one small ball of thick yarn, any color, for each student
- scissors
- glue



GAME: KENYAN WORKING GAME

Before the Activity Directions

1. Before this activity, use the masking tape to mark off two parallel lines on the floor for the teams to stand behind. Make sure to leave a large space between the tape lines for each group to act out motions.

Directions

1. Tell the students that in the Kikuyu (kih-**koo**-yoo) tribe in Kenya, the girls sing and act out a song about common chores.
2. Model and explain the motions for each chore and let the students try them with you:
 - Chop our wood – make two fists and hold hands together as if holding an ax, make a chopping motion
 - Build a fire – stoop down to stack logs and blow on an imaginary spark
 - Carry our water – put hands up and pretend to balance a pot on head
 - Oil our bodies – pretend to rub oil and ochre (a yellow-orange colored mineral) on arms and legs
 - Grind our corn – kneel down, hold an imaginary rock in hands, beat the rock up and down on imaginary corn kernels
 - Carry the baby – put hands behind back to support imaginary baby and rock from side to side
3. Divide the class into two equal groups. Have each group stand behind a tape line facing one another.
4. Now play a verse of “Here We Go Round the Mulberry Bush” or sing one verse to demonstrate how the song will sound.
5. Choose one group to start. Direct them to step into the middle and face the other group. The leader should call out the first chore.
6. The adult leader of each group should help the group sing the verse and do the motions. When they are finished with their verse, they need to step back to their original line.
7. The leader should call out the next chore.
8. Now the second group will step into the middle, sing their verse, and do the motions. When finished, they step back behind their tape line.
9. Continue in the same way until all six chores have been demonstrated,
10. If time permits, play again, allowing the team that went second to begin round two.



PREPARATION: 5 min.

TEACHING: 15 min.

Materials

- music to “Here We Go Round the Mulberry Bush” (optional)
- “Words to Kenyan Working Game Song” (p. 10)
- CD player (optional)
- adult helper for each of two groups
- masking tape or yarn

Words to Kenyan Working Game Song

This is the way we chop our wood, chop our wood, chop our wood,
This is the way we chop our wood, here in the land of Kikuyu
(kih-**koo**-yoo).

This is the way we build our fire, build our fire, build our fire,
This is the way we build our fire, here in the land of Kikuyu.

This is the way we carry our water, carry our water carry our water,
This is the way we carry our water, here in the land of Kikuyu.

This is the way we oil our bodies, oil our bodies, oil our bodies,
This is the way we oil our bodies, here in the land of Kikuyu.

This is the way we grind our corn, grind our corn, grind our corn,
This is the way we grind our corn, here in the land of Kikuyu.

This is the way we carry the baby, carry the baby, carry the baby,
This is the way we carry the baby, here in the land of Kikuyu.



SNACK: CHAPATIS

(chah-pah-teez, fried pastries), a Kenyan snack
Makes 12 servings (one serving = one chapati)

Before the Activity Directions

1. Sift the flour and salt onto a pastry board or counter.
2. Make a “well” in the center of the flour and pour the 1/2 cup of water into the “well.”
3. Knead the dough for 15 minutes.
4. Gradually add the last two tablespoons of water, kneading for 10 more minutes.
5. Cover the dough with a damp cloth and let the dough rest for 30 minutes.
6. Next, divide the dough into 12 equal parts.
7. With a rolling pin, roll each part into a flat, round circle. Use extra flour as needed to keep dough from sticking to surfaces. Bring dough to class.

Directions

1. Heat a griddle or heavy skillet, but do not use any oil.
2. Cook one chapati at a time. When small “blisters” appear on the surface of the bread, press down on the chapati with a cloth, on and off quickly, to flatten; turn the chapati and cook on the other side until it is lightly golden. Remove from heat.
3. While the students wait, have them share the kinds of bread or pastries they have eaten. Ask them, “*What do you like to spread or sprinkle on your bread, rolls, or toast?*”
4. Brush each chapati with the melted butter and sprinkle with sugar before serving.
5. Put the cooked chapatis in a dish lined with a towel to keep them warm.
6. Pass out a small paper plate and napkin to each student. Give a half or whole chapati to each student.
7. Say, “*These fried, round pastries are called chapatis. They are a special treat for Kenyans. They are served plain, buttered, or sprinkled with sugar.*”
8. Have the students tear apart and eat the chapatis with their fingers.



PREPARATION: 60 min.

TEACHING: 20 min.

Materials

- 2 cups whole wheat, corn, or white flour
- pinch of salt
- 1/2 cup + 2 tablespoons water
- 1 tablespoon melted butter or margarine
- granulated sugar
- damp cloth to cover the dough
- rolling pin
- electric skillet or griddle
- small paper plates
- napkins



PRAYER ACTIVITY: KENYA PRAYER

Before the Activity Directions

1. Using a hammer, smash one end of each craft stick to soften it.

Directions

1. Tell the students that in this prayer time, they will pray for the children in Kenya. In that country, many children use a different kind of toothbrush to clean their teeth. The boys and girls there chew on a small twig until one of the ends is soft. Then they rub the softened part of the stick on their teeth and gums.
2. Pass out the craft sticks. Tell the students to pretend that the craft sticks are twigs. Have them chew on the smashed end of the sticks while you talk about the needs in Kenya.
 - Pray for children whose parents are sick with AIDS, a disease that has no cure.
 - Ask God to give missionaries working in Kenya smart ideas for helping children who do not have enough food to eat.
 - Pray for boys and girls to want to be married to just one person instead of having many wives or husbands.
 - Ask God to help boys and girls make smart choices about what they will do when they grow up.
 - Ask God to strengthen Kenyan boys and girls who know Jesus and help them to follow him every day.
3. Pause to see how the stick chewing is going. Compare the Kenyan toothbrush with the ones students use.
4. Direct the students to put down the craft sticks and join you in prayer.
5. Afterwards, dispose of the craft sticks.



PREPARATION: 10 min.

TEACHING: 10 min.

Materials

- one craft stick for each student (looks like a wide popsicle stick or tongue depressor)
- a hammer