

Old Testament Links to God's Purposes

Theme Lesson

PREPARATION

Objective

Students will understand that God uses his followers to spread his name and to bring more people into his kingdom.

Outcomes

1. Students will be able to name three Old Testament people who God used to make himself known.
2. Students will be able to identify two new “Key Words”: “People Moving” and “Power.”

Directions

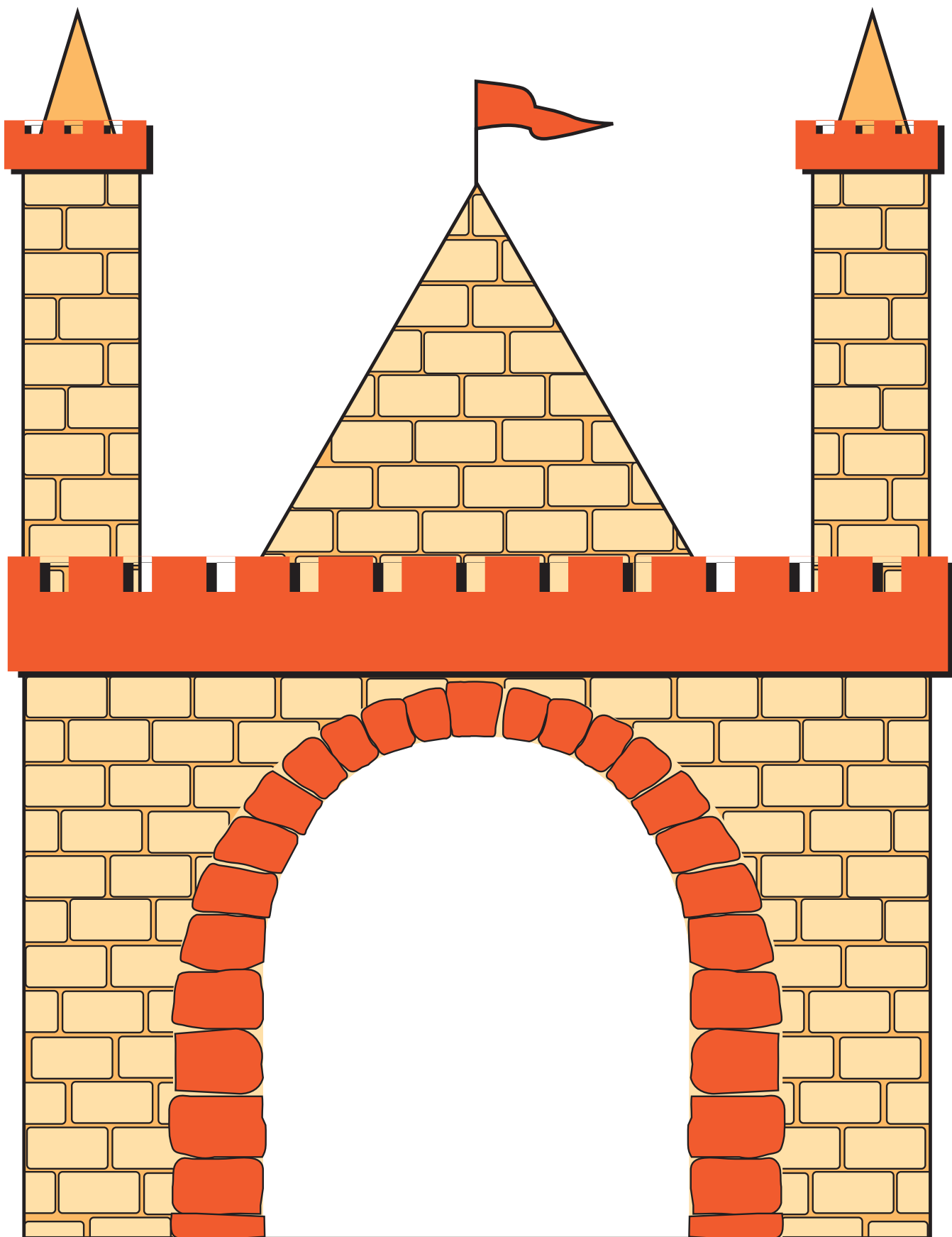
1. Collect lesson materials. (You may want to keep lesson materials in a box until they are needed.)
2. Before class, choose three students to play the parts of Moses, Esther, and Daniel.
3. Review the “Key Word” hand motions for “Purpose,” “People Moving,” and “Power.”

**PREPARATION: 20 min.****TEACHING: 25 min.**

Materials

- “Key Word” pictures for “Purpose,” “Power,” and “People Moving,” (Introduction pp. 7, 8, 11)
- “Key Word Definitions and Hand Motions” teacher aid (Introduction pp. 17-21)
- “God’s Story Bookmarks” #3 (Introduction p. 23)
- “Castle” picture (p. 2)
- two paper crowns
- towel, sheet, or other material to make a king’s robe
- large basket (for baby Moses)
- wooden dowel or large walking stick for staff
- two sashes (one for a boy and one for a girl)
- stuffed toy lion or a picture of a lion

Castle



TEACHING (CORE)

KEY WORDS

Directions

1. Remind the students that they have been learning “Key Words” that explain God’s purpose and how he moves in history to fulfill this purpose.
2. Show the picture for “Purpose.” Review the motions and definitions.
3. Show the picture for “Power.” Ask, *“How does God show us that he is powerful?”* Allow responses. Teach the hand motions for “Power.” Say, *“God shows his power through people. We will learn about some of these people in our lesson.”*
4. Show the picture for “People Moving.” Ask, *“Have any of you moved to a new house?”* Allow responses.
5. Say, *“Sometimes God moves people, too. God takes people to a new place so they can tell the people who live there about God.”* Teach the hand motions for “People Moving.”

THEME LESSON: GOD’S KINGDOM

Directions

1. *“I brought a picture of a castle today.”* Show picture and ask, *“What do you think of when you see castles?”* (Allow response.) *“Yes, those are good answers. I like to think of kings and queens!”*
2. *“I also brought a crown and I am going to choose someone to be our king for the lesson, but before I do I want to ask you, what makes a good king or queen?”* (Allow response.) *“A good king or queen should be fair and takes care of his subjects, or people.”*
3. Choose someone to be the king and have him stand in front with you. Place the crown on his head and put a robe on his shoulders. Then say, *“All hail King ____ (child’s name)! As ruler of the land, King _____ must be fair and take good care of all his subjects. Who are his subjects? That’s right, we are all his subjects. It is our job to serve the king. We do what he tells us to do. Let’s practice that right now!”*
4. Give directions on how to play a game of “King _____ Says” (a variation of “Simon Says”).

The purpose of the game is to give the students a brief experience of following a king’s commands. It is not the major emphasis of the lesson and should not take more than five minutes.

The king gives simple directions for the children to follow preceded by the phrase, “King (child’s name) Says.” For example if the child’s name were Anthony, he would say to the children, *“King Anthony says put your hands on your knees.”* The children would then put their hands on their knees. If the “king” has difficulty thinking of actions, an adult can whisper suggestions.

If the king gives a command but does not precede the command with “King Anthony says,” then the children are not to follow the command.

Materials

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- “Key Word Definitions and Hand Motions” teacher aid (Introduction pp. 17-21)

Materials

- “Key Word” pictures for “Power,” and “People Moving” (Introduction pp. 8, 11)
- “Key Word Definitions and Hand Motions” teacher aid (Introduction pp. 17-21)
- “Castle” picture (p. 2)
- two paper crowns
- towel, sheet, or other material to make a king’s robe
- large basket (for baby Moses)
- wooden dowel or large walking stick for staff
- two sashes (one for a boy and one for a girl)
- stuffed toy lion or picture of a lion

If they make a mistake and do the command, they must sit down until only one person is left or the teacher says time for the game is over.

5. After five minutes, direct the students to sit down. Say, *“All of you boys and girls did a great job following your king’s commands! Today we are going to learn about another king and his kingdom. A kingdom is the people and places the king reigns or rules over. This room is King _____’s kingdom. Everything in it belongs to him. Take a look around and see what King _____rules over. What do you see?”* (Allow response.) *“Yes, all those things are in King _____’s kingdom.”*
6. Take the robe and crown from the king and have him sit down with the group.
7. Say, *“Kings love their kingdoms. In fact, most kings try to make their kingdoms bigger to show their greatness. A large kingdom means more subjects and more wealth! Some kings will even go to war to make their kingdoms bigger.”*
8. *“Did you know that God is a king? Do you remember some nametag names for God we learned a few lessons ago? God is King of kings! God is greater than any king on earth. His kingdom is different from those of the other kings. Usually when a king dies, another king takes over his kingdom. God never dies and his kingdom lasts forever.”*
9. Ask, *“Do you remember God’s purpose? Show me the sign for ‘purpose.’”* Demonstrate with the students. *“Good. God makes his name known so he will be given the worship he deserves.”*
10. *“Who are the subjects of the King of kings? People who follow and worship God. God’s kingdom grows bigger every day as more people come to know Jesus as their Savior. Here are two new ‘Key Words’ for today: People Moving (show hand motion and picture) and ‘Power’”* (show hand motion and picture). *“God moves his people and uses his power to grow his kingdom. Today I want to introduce you to three people God used a long time ago to make his name known. All these people were real people who lived in the time before Jesus was born.”*
11. Have the student you selected to play Moses come stand in the front. Say, *“Boys and girls, I am very excited to introduce you to Moses.”* Hand Moses a basket and say, *“Here is your baby basket Moses.”* To the class say, *“God protected Moses when his mother hid him in a basket and set him afloat on a river. Pharaoh did not like God’s people, the Israelites, and he wanted all the Jewish baby boys gone. God rescued Moses from harm by allowing the Pharaohs daughter to find him. She raised him as her own son.”*
12. Take the basket away from Moses and hand him a staff (wooden dowel). *“When he grew up, God told Moses to lead the children of Israel out of Egypt where they worked as slaves. Moses followed God and obeyed his commands, but it was not easy. Every time Moses went to Pharaoh and told him to let the people of Israel go, Pharaoh said, ‘No!’ ten times!”*
13. Instruct your Moses to say, “Let my people go” to which the teacher will say a loud, “NO!” Repeat this nine times, while having the students keep count out loud.
14. *“It was during this time that God used Moses to tell Pharaoh his plan. He*

said to Pharaoh, ‘But I have raised you up for this very purpose, that I might show you my power and that my name might be proclaimed in all the earth.’ Every time Pharaoh said, ‘No,’ God showed his power by causing another terrible thing to happen in the country. Finally, after ten bad things, Pharaoh said, ‘YES,’ and Moses led a big parade of God’s people out of Egypt. All the nations heard about God’s name when God used Moses to rescue his people. Hurray for Moses! Hurray for God!”

15. “I love that story – thank you, Moses, for coming today.” Have Moses hand you his staff and sit down with the group.
16. Have the girl chosen to be Esther come to the front. “Our next guest is Esther.” Give Esther a sash to wear (like a beauty contestant). “Esther won a beauty contest! She was in a contest to win the king’s love. She worked all year to make herself beautiful and the king picked her over all the other girls to be his queen!” Give Esther a crown to wear.
17. “In some make believe stories, the queen lives happily ever after, but for Queen Esther, there was trouble in the kingdom. Esther was a Jew, one of God’s people. An important man in the king’s service, Haman, did not like the Jews and he planned to hurt them. What he did not know was that God had made Esther queen to help her people and also to spread God’s name. When Esther found out about Haman’s evil plan she was afraid. She did not want her family and friends hurt, but what could she do? If she went to see the king without being invited the king could order her killed! What would she do? She would trust God. She would pray and go to the king! After Esther went to the king, he stopped the evil plan of Haman. Being king, he sent out a message that kept God’s people safe from those people who might want to hurt them. Many people in the kingdom saw how the God of the Jews protected them. They became followers of God. Hurray, Esther! Hurray, God!”
18. Take Esther’s sash and have her sit down with the group.
19. Have the student chosen to play Daniel come to the front. Say, “God uses his followers to spread his name and to bring more people into his kingdom. Our next guest is Daniel.”
20. Take Daniel and place his hands behind his back and walk him a couple of steps keeping him in front of the group. “Kidnapped! An invading army took Daniel from his home to a far away land. Forced to work for a king, Daniel followed and trusted God even when things looked bad. He prayed to God every day.” Have Daniel kneel holding his hands together in a prayer posture. “Three times a day he knelt by his window where everyone could see him talking to God. Daniel worked hard for the king and the king made Daniel one of his most trusted advisors and friends.” Have Daniel stand and give him a sash to wear. “God took care of Daniel as Daniel followed God.”
21. “An important man like Daniel could have a good life serving the king, but just as it was with Esther, there was trouble in the kingdom. Some men in the king’s service did not like Daniel. Jealous of his friendship with the king, they made a plan to get rid of Daniel. They tricked the king into signing a law that said people could only pray to the king, no one else, not even God. What would Daniel do? He trusted God and God made his name known because of Daniel’s trust. Daniel did NOT stop praying. The jealous men

arrested him and threw him into a den of hungry lions.” Give Daniel a stuffed lion (or lion picture) to hold. “Did the lions eat Daniel? No. God saved Daniel! The king was so happy Daniel was safe that he sent a message to his entire kingdom declaring the greatness of Daniel’s God.”

22. Take Daniel’s sash and have him sit down with the group.
23. *“Boys and girls, our ‘Key Words’ today are ‘People Moving’ and ‘Power.’” Show the hand motions for the two words. “In all three of our stories today we saw God moving people to places. Moses moved into the house of the ruler of Egypt. Esther moved into the palace of the king, Daniel moved to a different country. Moses, Esther, and Daniel loved God and God used them to share about him in new places. In these Bible stories, God used his power to show he really exists! God was more powerful than hungry lions. God was stronger than the ruler of Egypt or the wicked man, Haman.”*
24. *“God loved Moses, Esther, and Daniel. God loves you and me. If we follow God and obey him, he will use us to tell our friends and many other people about him because that is his purpose: making his name known so people will know he loves them and they will worship him.”*

IN CLOSING ...

Pray for God to help the students trust him and follow him even when times are hard. Ask God to use the students to tell people about him.



SONG: RICH IN EVERY WAY

Before the Activity Directions

1. Set up the TV/DVD. Cue the DVD to the “Rich in Every Way” song. Practice the hand motions.

Directions

1. Say, “*When God blesses us, does he want us to keep the blessing to ourselves or to share?*” (share)
2. “*Let’s sing a song about being generous. Who remembers what the word ‘generous’ means?*” Allow responses.
3. Play “Rich in Every Way” on the DVD. Direct students to listen to the words and watch the hand motions.
4. Direct students to stand up. Play the song again. Invite the students to sing along and try the hand motions.



PREPARATION: 2 min.

TEACHING: 3 min.

Materials

- “Rich in Every Way” song (MS)
- 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.

Materials

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



VIDEO: TURK KIDS

Before the Activity Directions

1. Preview “Turk Kids” on the DVD.

Directions

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



PREPARATION: 8 min.

TEACHING: 12 min.

Materials

- “Turk Kids” (VF)
- TV/DVD
- globe



CRAFT: MARBLING

Before the Activity Directions

1. Cut the pieces of white paper in half to make two 5 ½ x 8 ½-inch pieces.
2. Cut each piece in half again to make four 5 ½ x 4 ¼-inch pieces.

Directions

1. Say, “We have been learning about the Turks who live in the country of Turkey. We are going to do a craft called ‘marbling.’ Marbled paper is an art form developed by the Turks in the 1400s.” (As a time reference, let students know that was the same time period when Columbus set sail and came to North America.)
2. Divide students into groups of eight. Assign an adult helper to each group.
3. Pass out the following supplies to each group: plastic knives, toothpicks, food coloring, pencils, white paper, and index cards.
4. Spray shaving cream into each pan and give to an adult helper.
5. Have the students help smooth out the shaving cream using the plastic knives.
6. Let the students help drip different colors onto the shaving cream. Different groups may trade colors and share.
7. Have the adult helper use a knife and toothpicks to mix the colors in an interesting pattern. (See figure A.)
8. Pass out a piece of white paper and pencil to each student. Have them write their name on their paper.
9. Have adult helpers in each group assist four students in laying their piece of paper on top of the shaving cream, blank side down. Four pieces will easily fit in the pan at one time. (See figure B.)
10. Smooth the paper lightly to make sure that the entire surface is in contact with the shaving cream. Then gently pull the paper off the shaving cream. (See figure C next page.)
11. Pass the papers to the students and direct them to put their papers on old newspaper and let them set a moment.
12. Add more food coloring to the shaving cream and mix the colors into a new pattern.



PREPARATION: 10 min.

TEACHING: 15 min.

Materials

- shallow pan with a lip (like a jelly roll pan) or a shallow box lid for every eight students
- shaving cream
- liquid food coloring in red, blue, and yellow
- one piece of heavy, white, 8 ½ x 11-inch paper for every four students you anticipate
- plastic knives
- toothpicks
- old newspapers
- pencils
- 4 x 6-inch index cards
- smocks or old shirts to protect clothing
- an adult helper for every eight students you anticipate

13. Repeat directions #9-11.
14. Give each student an index card. Show students how to use the edge of the card to carefully scrape the shaving cream off the paper onto the newspaper to reveal a pattern. (See figure D.)
15. Let marbling papers dry until the end of the session.

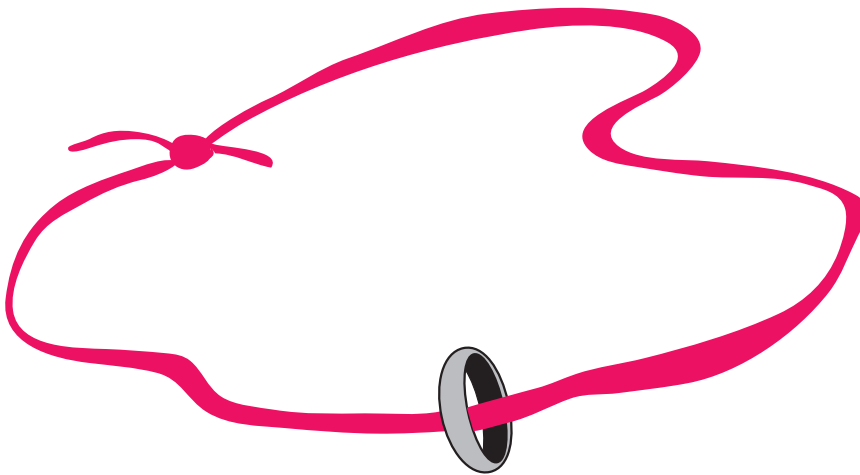




GAME: THE RING GAME

Directions

1. Say, *"We are going to play a game that comes from the country of Turkey. It is called the 'Ring Game.' Most Turkish games have been around for a long time. They usually involve simple objects such as stones, coins, scarves, or even rings."*
2. Have everyone sit in a circle with the person who is "it" in the middle.
3. Cut the string to be the circumference of your circle.
4. Put the metal ring or washer onto the string and tie the ends of the string to form a circle.
5. Teach the students the saying shown in the Materials column (right). Use the white board, poster board, or overhead projector with the words (optional) or have them echo after you several times.
6. All the players sit in a circle facing each other and holding onto the string.
7. Then slide the ring around the circle on the string from one player's hand to the next as everyone moves their hands together and apart at the same time.
8. The ring is passed on when a player's hand bumps into his neighbor's hand.
9. The person in the middle tries to figure out who has the ring as the group repeats:
*"Come, ring. Go, ring. Where is the ring?
Here's the ring. The ring came. It went.
Where is the ring? Here is the ring."*
10. The person caught with the ring goes into the middle, and the person who was "it" joins the circle.



PREPARATION: 5 min.

TEACHING: 15 min.

Materials

- metal ring or bolt
- a ball of string
- white board, poster board, or overhead projector with the following saying (optional):

*"Come, ring. Go, ring.
Where is the ring?"*

*Here's the ring.
The ring came. It went.*

*Where is the ring?
Here is the ring."*



SNACK: DRIED APRICOT COMPOTE

(**kahm**-poht, a Turkish dessert)

Makes four servings (one serving = $\frac{1}{4}$ cup)

Before the Activity Directions

1. Put the apricots in a bowl with the water and soak overnight.
2. Transfer the soaked apricots to a saucepan and add the sugar.
3. Cover and simmer apricots over low heat, about 10-15 minutes until tender.
4. Chill for about one or two hours.

Directions

1. Say, “*We have been learning about the Turks. We are going to try a favorite dessert of the Turks that uses a fruit called apricots. When making this recipe, the cook adds lots of sugar. The Turks love sweet foods.*”
2. Serve the compote in cups with small spoons. Pass out napkins.



PREPARATION: 26 hours

TEACHING: 10 min.

Note: Requires overnight soaking plus two hours to chill.

Materials

- $\frac{1}{2}$ pound dried apricots
- 4 cups water
- $1\frac{1}{2}$ cups sugar
- small paper cups
- plastic spoons
- napkins



PRAYER ACTIVITY: TURK PRAYER

Before the Activity Directions:

1. Copy the “Animal Prayer Wheel” onto cardstock; one for each group you anticipate.
2. Punch a paper fastener brad through the center of the prayer wheel from the front.
3. To make the spinner, lay the paper clip on top of the prayer wheel. Loop one end of the paper clip around the paper fastener brad.
4. Copy “Prayer Request Strips” and cut them out.

Directions

1. Tell the students, *“We are learning about the Turks. In this activity, we will be praying for the Turks to come to know Jesus.”*
2. Explain that many people believe that long ago Noah’s ark came to rest on Mount Ararat on the eastern border of Turkey. Show them a sample of the “Animal Prayer Wheel” they will use for this activity. Say, *“This prayer wheel spinner has animals on it to remind us that God saved Noah and the animals from the flood by bringing them into the ark.”* Invite volunteers to identify the animals on the prayer wheel spinner. Identify any they have trouble naming.
3. Show students the “Prayer Request Strips.” Point to the animals and say, *“The animals on each of these strips of paper match the animals on the prayer spinner. The words on each strip are things that we can pray for the Turk people.”*
4. Lay out the strips on a table or on the floor, face up.
5. Give each group an “Animal Prayer Wheel.”
6. Call on a volunteer to spin the prayer wheel. Demonstrate how to use the paper clip spinner.
7. Have the student name the animal that the paper clip points to and choose a second student to pick out the prayer request strip with the matching animal.
8. Read the prayer request to the students and choose a volunteer to pray that request.
9. Continue in the same way, choosing different volunteers to spin and locate the matching prayer requests each time.



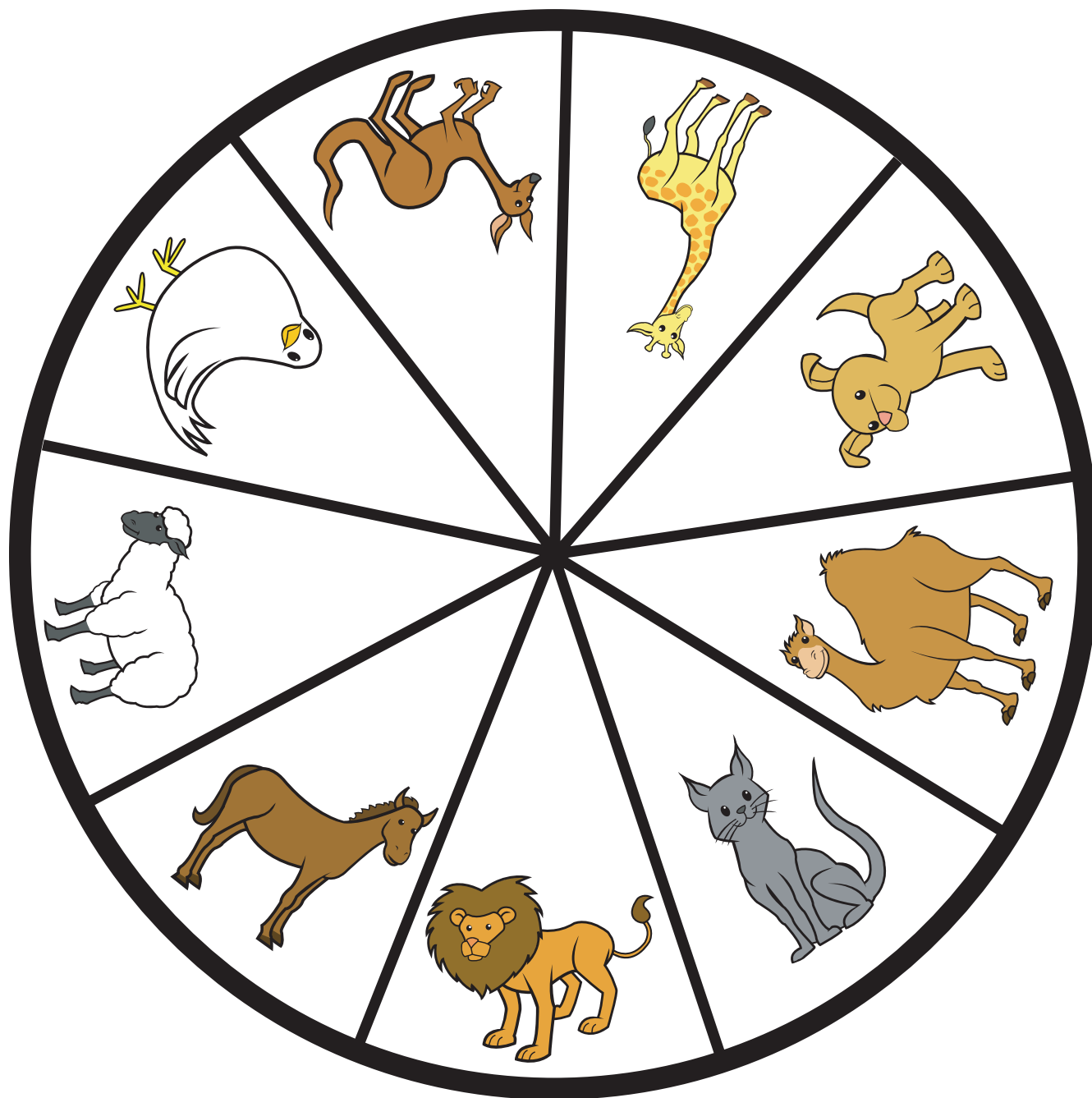
PREPARATION: 10 min.

TEACHING: 15 min.

Materials

- “Animal Prayer Wheel” (p. 15)
- one large paper clip
- one paper fastener brad
- “Prayer Request Strips” (p. 16)
- scissors

Animal Prayer Wheel



Prayer Request Strips



Most Turks are Muslims. Muslims know that Jesus was a good man who followed God's laws. God, please help Turks to understand that Jesus is God's Son.



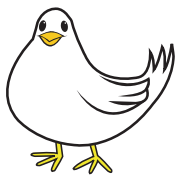
Turks who are Muslims hope they will get into heaven by doing more good than bad things. God, help Turks to understand that Jesus died on the cross for all the bad things that we do. Help them know that by believing in Jesus, they will go to heaven when they die.



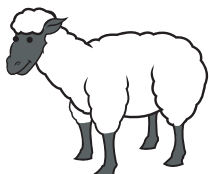
Some Turks travel to other countries for vacation, work, or school. Help Christians in these new places to welcome them and tell them about Jesus.



God, we pray that more missionaries would move to Turkey, find jobs, live there, and tell the Turks they meet about Jesus.



Some Turkish families are poor or sick. God, please send people who love Jesus to Turkey to help them. (Give examples of doctors, nurses, teachers, businessmen.)



Muslims believe that God sometimes talks to people in dreams. God, we pray that many Turks will see Jesus in their dreams and understand that he is God's Son who loves them.



God, we pray that more Turkish people who hear about Jesus by listening to Christian radio stations.



Most Turkish people come to believe in Jesus as they read the Bible. God, please make it easier for Turks to buy or borrow Bibles in the towns where they live.



God, please help Turks who become Christians to share what they know about Jesus with their families, friends, and neighbors.