

# Doing What Is Right

**Lesson 8a — Four Boys Take a Stand**

**Lesson 8b — Nebuchadnezzar's Dream**

**Lesson 8c — Three Boys in a Furnace**

**Lesson 8d — Den of Lions**

## OVERVIEW

Primaries are beginning to recognize that some people may not agree with the values the children are learning in church. Their peers, and even some adults, may attempt to ridicule or oppose the student because of his faith. This unit addresses this fact by presenting biblical examples of men who took a stand for God.

Your students will need to learn that they will face choices when it comes to serving God. Focus on the value of choosing the Lord's way even when it is not the popular thing to do. God helped these men over-

come hard trials, and He promises that when the pressure is on in our lives, He will be with us also and help us to stand.

Emphasize the fact that God blesses when we make choices that honor Him. Your students need to conclude the unit with the assurance that Jesus understands how hard it is to face opposition and that He gives us special power to overcome problems if we choose to do what is right.

## GAMES FOR REVIEW

Use wonder balls to play a review game with your group. Before the contest write questions on slips of paper. Questions should be identical and in the same order for two wonder balls. Fold each slip several times. One by one carefully wind yarn around them until they are covered. You do not need the same number of questions as team members — 8 to 12 would be a good number. Divide the class/department into two teams. Each team will have a ball of yarn. The first team unravels yarn until they get to a question. **THEY DO NOT UNRAVEL ANY FURTHER UNTIL THAT QUESTION IS ANSWERED CORRECTLY.** The teams should have teachers as team captains to make sure questions are answered correctly. The other members can help out and answer questions if one answers wrong. They should not say the answers so that the other team hears. Once they have answered correctly the next person unravels until the next question and so on. The first team to unravel their ball and answer all questions correctly, wins.

Put questions in a number of balloons. Give one to each student and let him/her pop the balloon and answer the question. Have prizes for correct answers.

Tell your group that together you are going to make a word-find with words from the unit lessons. Have a

large posterboard or chalk board marked into squares, and another board alongside to list the words as they are suggested. Begin with the word Nebuchadnezzar. Explain that he was the king who had the dream which Daniel interpreted. Write that word in the squares across the center of the grid. Then ask for volunteers to suggest a word, explain how it relates to the lessons studied, and then fill it into the word-find. You stand at the other board and list the words as they are filled in. Then when you run out of ideas or the space is fairly well filled, fill in the blank boxes with extra letters. If you wish, tell your group you will type up and reproduce copies for each of them for the following Sunday. Then they can retest themselves . . . and show their families which words they contributed.

Crossword Puzzle - Make a crossword puzzle using questions such as the following:

1. God spoke to Nebuchadnezzar through a \_\_\_\_\_.
2. A silly thing to worship
3. One of the Hebrew boys
4. Where were the three Hebrew boys thrown?
5. A Hebrew boy
6. Who delivered Daniel from the lions' den?
7. He prayed three times a day
8. Their mouths were shut
9. Who takes care of us?
10. He had a strange dream

## BULLETIN BOARDS

Make a music staff with large notes drawn on it to the tune of "Boys and Girls for Jesus." From each note hang a cord or narrow ribbon leading to a heart with a picture of things to do that are "right." Have four more hearts pasted to the background, with the names of Daniel and the three Hebrew children.

Build a board using one thought from each lesson — God blesses us, God answers us, God defends us, It pays to pray. Have a scene depicting each thought, either a modern day scene or a scene from the lesson.

Construct a bulletin board using "Doing What Is Right" as the theme. Have pictures or examples of children making choices to do right.

## UNIT SUPPORT MATERIAL

Stories About Daniel — Pict-o-graph, Standard Publishing

Attendance Card — #1833 — Daniel in the Lions' Den, #1833-S — Lion seals, Standard Publishing

Bible Story Cartoons — Book 15 by Norman E. Lynch, Standard Publishing

Daniel in the Lions' Den — Giant mural coloring book measures 5'8" x 3'7". Excellent for bulletin board, Concordia

## UNIT SONGS

"Faith of Our Fathers"

"I Would Be True"

"I Have Decided to Follow Jesus"

"Who is on the Lord's Side?"

"V Is for Victory"

## UNIT PROJECTS

Make a picture of each lesson on the four sections of a tetrahedron, a triangular cube that has four parts or four sides (see Patterns). Let the students color one side each Sunday. On the last Sunday put it together by folding back on the broken lines. Paste tabs A, B, and C to opposite edges and it's ready for them to take home.

At the beginning of the unit, tell your whole group that for the next four Sundays you will be studying how God helped people in the Bible times when they trusted Him. Arrange a table with a basket or other container labeled "God Helped Me" in front of a bulletin board. On the table place pieces of paper cut in the shape of praying hands. Tell the students that during the next four

weeks, whenever God helps them they may write down an incident on one of the cutout hand papers, and put it in the basket. On another hand, they may write their name and place it wherever they wish on the bulletin board behind the table. On the bulletin board, mount in big letters the words, "God Answers Prayer!" On the last Sunday of the unit, read aloud the messages in the basket. (Note: Suggest that your teachers discuss the project with their individual classes and encourage participation.) You may wish to start the project by asking one teacher to volunteer to tell an incident, write it down and post his/her name on the board as an example to the group.

Let your students make a paper block mobile to display their illustration of each of the lessons for this quarter. On each of the four Sundays provide them with a sheet of white construction paper, cut into an 8 <sup>5</sup>/<sub>8</sub>" square. Within that square, you will have drawn another square (as indicated in Patterns). Have them illustrate and color a symbol or scene from that week's lesson. To assemble the mobile, crease around each picture on the lines, folding the triangular points toward the center. Form a paper block by joining the folded triangular edges and stapling in close to the fold line. Cut two additional squares for each mobile, marking them in the same manner as the first four. Punch a hole in the center of the fifth square and place it on top of the block. Line up the triangular points and staple in place. Thread a length of yarn up through the block and into the hole, knotting the end so it will not pull through. Then place the sixth paper square on the bottom and secure with staples.

## CHART IDEAS

Make a cardboard wheel, divide into four sections, and on each section place a picture appropriate to one lesson in the unit (see Patterns). Use a paper fastener to anchor a spinner to the center of the wheel. Each child should spin and when the spinner stops, he can answer the question, "How did God deliver \_\_\_\_\_?"

## UNIT SUPPORT MATERIAL

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# Four Boys Take a Stand

**TEXT** Daniel 1:1-21

**OBJECTIVE** The students will be able to explain that the four Hebrew boys were wiser and healthier than the others in their group because they put God first. They will recognize that God blesses us when we choose to follow Him.

**MEMORY VERSE** God gave them knowledge and skill in all learning and wisdom. — Daniel 1:17

## MEMORY VERSE SONG

God gave them know - ledge and skill, God gave them  
know - ledge and skill in all learn - ing and wis - dom:  
God gave them know - ledge and skill.

## MEMORY VERSE IN ACTION

**GOD GAVE THEM** — Both hands up, look up.  
**KNOWLEDGE** — Tap hand on forehead.  
**AND SKILL** — Right hand writing on left palm.  
**IN ALL** — Make a circle in front of you with both hands.  
**LEARNING** — Make a book in front of you, palms up.  
**AND WISDOM** — Touch temples with index finger of both hands.

## MEMORY VERSE VISUALIZED

Cut apart into sections the scroll with a banner behind. (See pattern at end of lesson.) Place the scroll on the board, and add the surrounding sections as each portion of the verse is learned.

## BIBLE LESSON OUTLINE

**Introduction:** Bring a collection of pairs of things to illustrate making choices. Some possibilities: red and green construction paper, two kinds of match-box cars, picture of beach and mountains. Explain that these are in-

significant choices — but the choice between right and wrong has eternal consequences.

**Progression of events:**

1. The four Hebrew boys were chosen to live and be taught in the king's palace.
2. They purposed not to defile themselves with the king's meat.
3. They asked for a ten days' trial period in which they ate only pulse and water.
4. God honored them, and they appeared better after ten days than all the others.

**Climax:** The king recognized the superior abilities of the four and found them ten times wiser than his wise men.  
**Conclusion:** God's blessing was upon these young men for choosing to do right. He will bless us, too, when we choose to obey Him.

**Response:** Your students will be able to retell how the four Hebrew boys took their stand to do right. They will be able to tell of some instances in this day when they may be faced with making a choice between right and wrong.

## BACKGROUND INFORMATION

Upon Solomon's death, the nation of Israel was divided into two kingdoms. The northern kingdom was called Israel and the southern kingdom was called Judah and was ruled by David's descendants (I Kings 12). God promised to bless both these nations if they would obey but they each persisted in disobedience. Because of this God sent foreign armies to chastise them. On approximately 721 B.C., the king of Assyria captured and deported the northern kingdom of Israel and they never returned (II Kings 17:17-23). Although the southern kingdom of Judah had several revivals they also persisted in evil and in approximately 587 B.C., Nebuchadnezzar, king of Babylon, destroyed the city of Jerusalem and deported the people (II Kings 25:8-11,20,21).

The fall of Judah actually came in three stages. The first in 605 B.C. (II Chronicles 36:5-7), the second in 597 B.C. (II Chronicles 36:9,10), and the final destruction in 587 B.C. (II Chronicles 36:14-20). Daniel and the three Hebrew children were taken captive during the first phase in 605 B.C. (Daniel 1:1).

The first mention of the city of Babylon in the Bible is in Genesis 10:10. The city was founded by Nimrod and was the center of rebellion against God. However, not until 605-562 B.C. did the city reach its full glory under the reign of Nebuchadnezzar. Under his building program the city was enhanced by vast fortifications, wide streets, canals and temples. It was truly a magnificent city. Nebuchadnezzar himself said, "Is not this great Babylon, that I have built for the house of the kingdom by the might of my power, and for the honour of my majesty?" (Daniel 4:30). After Cyrus conquered Babylon in 539 B.C., the city began to decay and eventually was only ruins (Jeremiah 51:8,9). In the Book of Revelation, Babylon is pictured as the capital city of all those who are in rebellion against God.

Daniel and the three Hebrew children, although intent upon keeping themselves pure from the spiritual contamination of this idolatrous city, were not at all reticent about being involved in the political and cultural affairs of the society in which they found themselves. In fact, during Daniel's long life, he exerted great influence on three of history's greatest world rulers, Nebuchadnezzar, Darius and Cyrus.

## IN-CLASS ACTIVITIES

Hand out Cheerios, raisins, carrot sticks, for the healthy food the four boys ate. Then show potato chips, candy, etc.

Role playing — tempt student to do something bad; for example, erase memory verse on board, tear lesson

sheets. Then explain how God blesses when we do what is right.

A Sad and Happy Puppet — Fold a sheet of construction paper in half. Trace a sad puppet face on one half and a happy puppet face on the other (see Patterns). Under the sad one print, "When I do wrong, I am sad." Under the happy one print, "When I do right, Jesus makes me glad." The child may color and decorate the hand puppet. Help him glue or tape sides. Leave the bottom open so he can insert his hand.

Give each child a copy of the sheet showing various suggestions to do wrong (see Patterns). Let them fill in the speech balloons beside it with what they feel would be an appropriate response. Discuss your answers, bringing out that Jesus can give us strength to do what we know is right.

Cut out the finger puppets representing the characters in today's story (see Patterns). Give one to each of your students and have them help you dramatize the story. Be sure they are familiar with the story first, then ask them questions that will draw out the proper response.

Trace the outline of a shoe onto heavy paper. Cover with clear contact paper. Make a list of short questions concerning the lesson. Around the edge of the shoe punch small holes at even intervals, putting in a few less holes than you have questions. Obtain a length of yarn long enough to go around the shoe plus about 8", and a needle with a large eye. In class, discuss what it would have felt like to have been in the shoes of the four boys who took a stand. Review the lesson by asking the prepared questions. Whoever can answer the question correctly may take one stitch around the shoe. Challenge the class: Can they answer enough questions correctly to get all the way around?

## QUESTIONS

- Who was the king in this story?
- Why were these four boys chosen for special privileges in the king's palace?
- Why wouldn't the four boys eat the king's meat?
- Did their decision place them in danger? Why?
- Did the four Hebrew children grow weak and pale?
- What happened to the four boys when they didn't eat the king's meat?
- Who gave the boys good health and knowledge (wisdom)?
- What did God want them to eat?
- What did the king say about them?
- Who is our King?
- What will Jesus look at to see if we are ready to go to Heaven?
- Tell of a time when God blessed you.

## PRE-SCHOOL SUGGESTIONS

Show pictures of things that could be idols. Show children how to choose right from wrong.

Accordion-fold a strip of paper into four sections. Cut a row of stand-up paper men for each child. Give them smiling face stickers to put on each face, explaining that these four men were happy because they were doing what was right.

## REVIEW IDEAS

Thought: The boys were wiser and healthier because they put God first.

Example: A review could depict making choices about trying cigarettes or alcohol and the end result — cancer or alcoholism. Daniel did not defile himself with things God could not bless. We should not defile ourselves with these things God cannot bless.

Tell the story of Daniel and the three Hebrew children. Then have some pictures of what can happen to our bodies if they are defiled with sin. Pictures of jails, hospitals, etc. Explain that drug abuse, alcohol, etc. can put people there, but everyone that goes to hell is not necessarily “defiled” in a visible way.

Playing it Safe — How the Hebrew boys didn’t want to partake of something they didn’t feel was right. Bring a mousetrap in a bag. Tell students that it may or may not be set. Does someone want to take a chance of getting hurt by reaching into the bag? Use the anal-

ogy that sometimes we may do things which we don’t know whether they are right or wrong, but we go ahead anyway, and unhappy consequences may follow. The best rule to follow when we don’t know something is right, is don’t do it. If we have any doubts at all, stop immediately. Whenever we do something wrong, it not only hurts us, but it may hurt others too. So we should do only what we know is right, and don’t do anything about which we have doubts. The Hebrew boys didn’t take any chances — they did what they felt was right and the Lord delivered them.

Set a fancy table with an idol in the background and offer food to the idol. Invite a friend over who refuses to eat the food and explain why not. It is possible the food which the king ate had been offered first to idols, and certainly had not been prepared according to the Jewish Levitical purity laws.

Have a role play of the story by the children.

## COORDINATING SONGS

“O Be Careful” in Sing with Marcy, Zondervan, 1957  
“The Lord’s Army” with actions  
“I Have Decided to Follow Jesus”

## SUPPORT MATERIAL

Daniel: Faithful Captive, by Lou Heath — BibLearn Book, Broadman Press  
Daniel Says “No” — Visual Graph, Scripture Press

## NOTES

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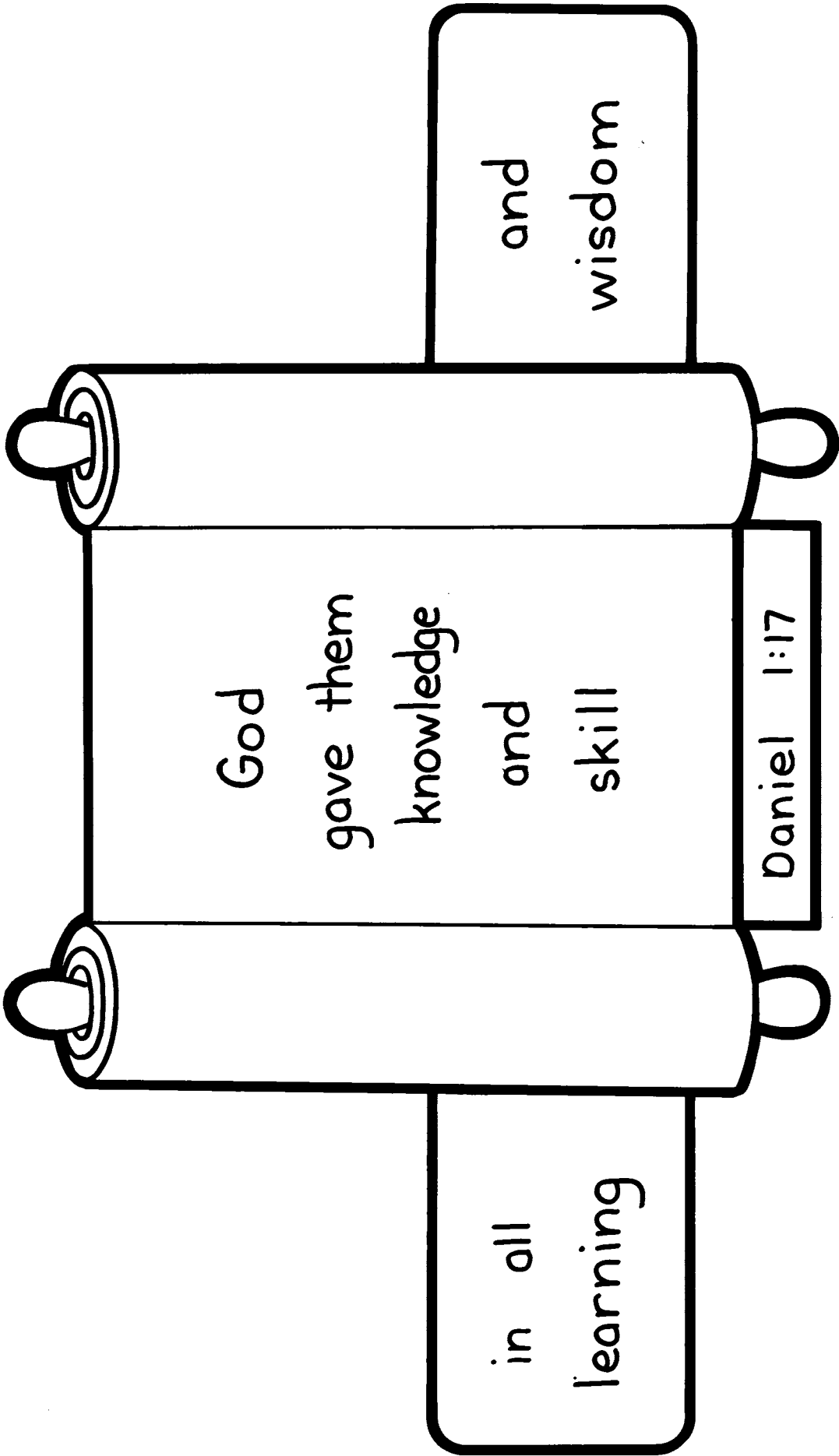
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# Nebuchadnezzar's Dream

**TEXT** Daniel 2:1-19,47,48

**OBJECTIVE** The students will be able to tell how God showed Daniel the dream when he asked God for help. They will further recognize that God answers us when we pray.

**MEMORY VERSE** He shall call upon me, and I will answer him: I will be with him in trouble; I will deliver him, and honour him.  
— Psalm 91:15

## MEMORY VERSE SONG

He shall call u - pon me, and I will an - swer him:

I will be with him in trou-ble; He shall call u - pon me,

(and) I will de - liv - er him, and hon - our him.

## MEMORY VERSE IN ACTION

**HE SHALL CALL** — Hands cupped around mouth.  
**UPON ME** — Both hands up, looking up.  
**AND I** — Point up.  
**WILL ANSWER HIM** — Touch fingers to lips, move hand away from face.  
**I WILL BE** — Point up.  
**WITH HIM** — Close fists, touch together.  
**IN TROUBLE** — Open palms toward face, move in circles in front of face.  
**I WILL** — Point up.  
**DELIVER HIM** — Move hands away from body in front of you with palms down (sharp motion).  
**AND HONOUR HIM** — Both hands at side of face, palms out, making bowing motion.

## MEMORY VERSE VISUALIZED

Cut apart into sections the boy kneeling, with rays coming down to him. (See pattern at end of lesson.) Place the boy on the board first, and add the descending rays

in the correct order as the students learn each portion of the verse.

## BIBLE LESSON OUTLINE

**Introduction:** On a chalkboard or marker board draw a large cloud-type dream balloon, leaving it empty. Ask your class if they've ever had a dream they couldn't remember.

**Progression of events:**

1. King Nebuchadnezzar dreamed a dream but could not remember it.
2. His wise men and magicians failed to tell him the dream, though threatened with death.
3. Daniel heard of the king's decree and went to the king, telling him that if the king would give him time, he would tell the dream and the interpretation.
4. Daniel and his companions prayed.

**Climax:** God revealed the dream to Daniel and he was able to tell it to the king.

**Conclusion:** God answered prayer for Daniel in a miraculous way.

Response: Your students will be able to relate how God answered prayer in revealing the king's dream to Daniel. They will be able to apply this lesson to their own lives, recognizing that God also answers prayer for us when we call on Him.

## BACKGROUND INFORMATION

Nebuchadnezzar was the great king of the Neo-Babylonian empire, who reigned from 605 to 562 B.C. It was he who carried away Judah in the 70-year Babylonian captivity. He figures prominently in the Books of Jeremiah, Ezekiel, Daniel and the later chapters of Kings and Chronicles.

In Nebuchadnezzar's demand of his magicians and astrologers to reveal his dream, the hoax of spiritualism and astrology was exposed. These and all other forms of divination are forbidden in the Bible because they dishonor God, who alone is the revealer of secrets.

It was Daniel's prayer life, his commitment to God and communion with Him, that made him a truly great man. Were it not for his trust in God he and his companions, along with the magicians and soothsayers, would all have been slain. But the same God who answered the prayers of Daniel and his friends and spared their lives many times is just the same today. He still hears and answers prayer.

## IN-CLASS ACTIVITIES

Copy the finger puppets and fiery furnace for each of your students (see Patterns). Allow them to act out the story as you tell it.

Give each student a copy of the picture of Nebuchadnezzar's dream (see Patterns). Have them see who can be the first to find the words of the memory verse which are hidden in the picture. Have them write the words as they find them in the spaces provided at the bottom of the picture.

Give the students a math problem that they will not be able to figure out on their own. They will need help in order to work this out, so they will have to come to you, the teacher, or their parents for assistance, but let them know they can get help with this. God can help them with problems that seem insurmountable. He is always there, and He answers our request for His help.

Give each child a copy of the drawing of Nebuchadnezzar and a child with "dream balloons" above them (see Patterns). As you talk about the lesson, let them write or draw in what Nebuchadnezzar dreamed. Then have them do the same in the other balloon, illustrating an imaginary situation where God delivered them through prayer.

Use a puzzle to emphasize how, if we don't pray, God

won't be a part of our lives. (If one piece is missing, there is no complete picture.) God in our lives is very important.

Use two paper-towel tubes, one marked Wise Men and the other marked Daniel. Stuff the tube marked Wise Men with paper towels marked with "sin spots." To illustrate that sin in the heart can cause separation between us and God, whisper a few words into the tube marked Wise Men. Whisper a few words into the tube marked Daniel. They can hear through Daniel, but not through the other tube. Why? Pull out the paper towels with sins written on each one. God answers prayers that get through, but sin gets in the way.

## QUESTIONS

What did the king ask the magicians, astrologers and sorcerers to do?

What was their punishment if they could not do it?

What did Daniel do when he heard the king was going to kill all the wise men?

What did Daniel do to discover the king's dream?

What did the king do when Daniel interpreted the king's dream?

What was the king's dream?

Why was Daniel able to tell the king's dream?

Does God always answer prayer?

## PRE-SCHOOL SUGGESTIONS

Use a toy telephone to pretend you are someone calling Nebuchadnezzar to ask him about his dream. Let your students take turns answering you and relating the dream on another phone.

Show a toy telephone, then ask children how we talk to God. We pray. Illustrate with pictures showing children praying. Stress that God hears and answers.

## REVIEW IDEAS

Ask the students if they could tell you what you dreamed about last night. Of course they can't! Only you and God know what you dream unless He reveals it to someone as He did to Daniel. Discuss the lesson from this point.

Have a skit of a child's praying before going to bed, about a problem (needs clothes or father needs a job), and the next day the prayer is answered.

## COORDINATING SONGS

"Read Your Bible, Pray Every Day"

"The B-I-B-L-E"

"Why Worry When You Can Pray"

## SUPPORT MATERIAL

The Braggy King of Babylon — Arch Book, Concordia





Psalms  
91:15

and I will answer him;

I will be with him in trouble;

I will deliver him, and honour him.

He shall call upon me,

# Three Boys in a Furnace

**TEXT** Daniel 3:1-30

**OBJECTIVE** The students will be able to relate how God spared the lives of the three Hebrew boys when they refused to pray to an idol. They will be able to apply this lesson to their own lives, recognizing that God will defend and deliver us if we do right.

**MEMORY VERSE** Our God whom we serve is able to deliver us from the burning fiery furnace. — Daniel 3:17

## MEMORY VERSE SONG



Our God whom we serve is able to deliver us,  
Our God whom we serve is able to deliver us,  
from the burning fiery furnace he will deliver us.

## MEMORY VERSE IN ACTION

**OUR GOD** — Point up, look up.  
**WHOM WE SERVE** — Palms up, move hands alternately to and from the body.  
**IS ABLE** — Make fists in front, palms down, move up and down from the wrist.  
**TO DELIVER** — Move hands away from body in front of you with palms down (sharp motion).  
**US** — Point around the room.  
**FROM THE BURNING FIERY FURNACE** — Palms up, fingers curved, wiggle like flames.  
**HE WILL** — Point up.  
**DELIVER** — Move hands away from body in front of you with palms down (sharp motion).  
**US** — Point around the room.

## MEMORY VERSE VISUALIZED

Cut apart into sections the fiery furnace. (See pattern at end of lesson.) Place each section on the board as the students learn that part of the verse.

## BIBLE LESSON OUTLINE

Introduction: Bring to class some type of carved or brass statue or picture to represent an idol (Buddha). Ask your students if it would be right to pray to this. Explain that the lesson today tells about a time when three young men were commanded to pray to an image.

Progression of events:

1. King Nebuchadnezzar made an image and set it up on the plain of Dura.
2. He ordered all to come to the plain of Dura; and, at the sound of the music, to fall down and worship.
3. The three Hebrew boys refused to bow, though they faced a fiery furnace.
4. After being given another opportunity, they refused to bow, and were cast into the flames.

Climax: When the king looked in, he saw four men walking unharmed in the fire. The fourth One was the Son of God.

Conclusion: God will be with us in every situation if we are doing what we know to be right.

Response: The students will be able to relate situations in which God defends and delivers us, and will parallel this to the deliverance He gave the three Hebrew children from the fiery furnace.

## BACKGROUND INFORMATION

King Nebuchadnezzar's fiery furnace was not what the children today will think of when you speak of a furnace. Rather, it was more like a huge oven or kiln in which mud bricks were baked for use in the tremendous and numerous building projects in and around Babylon. Most of these kilns, or ovens, had both a top opening and a side opening and it was, no doubt, through the side opening that the king looked when he saw the men walking around unharmed through the fire.

To bow down to any idol, to recognize any but the one true God, is strictly forbidden to those who love the Lord. For an Israelite, idolatry was the most heinous of crimes and the greatest of sins. The relationship between God and His people is sometimes compared to the marriage relationship. To turn aside to other gods; or, in other words, to put anything above or ahead of God in our life is to commit spiritual adultery. The three Hebrew children were not about to be guilty of this and knew if they stood true to God, He would deliver them.

## IN-CLASS ACTIVITIES

Pass out copies of the picture of three boys in a furnace entitled "Standing the Heat" (see Patterns). Help your class fill in the spaces provided under the headings: "Sometimes I am tempted to do these things:" and "When I am tempted to do wrong I can . . ."

Shadow-box furnace — Use plastic or yellow cellophane over inside of box colored red. Draw three Hebrew children and "Son of Man" on ice cream-cup spoons. Stick into slots on bottom of box.

Have two teams with each child being named for one of the characters in the lesson, one name given to a child on each team. As the story is told, the children stand when their Bible name is mentioned or called. The first person to stand for his name gets a point for his team. The team with the highest score wins.

True or false questions:

1. There is one God.
2. They were told to bow two times.
3. There were three boys in the furnace.
4. Four people were seen in the furnace.
5. Five different groups of people looked to see if they were burned.
6. Six different kinds of instruments were played.
7. The furnace was heated seven times hotter for them.

## QUESTIONS

Why did King Nebuchadnezzar call the people together?

What was the signal for the people to bow down?

What did the king demand the people to do when the music sounded?

What was the punishment for not obeying?

Did Shadrach, Meshach, and Abednego worship the image? Why or why not?

How did Nebuchadnezzar act when they wouldn't bow down?

What happened to the men who threw them into the furnace?

How many men were walking around in the furnace?

Who was the fourth Man and why was He there?

How did they look when they came out of the furnace?

How did the king feel about God and the three Hebrew children after this happened?

Name some situations in which God will deliver us.

Tell some ways that God can keep you today.

## PRE-SCHOOL SUGGESTIONS

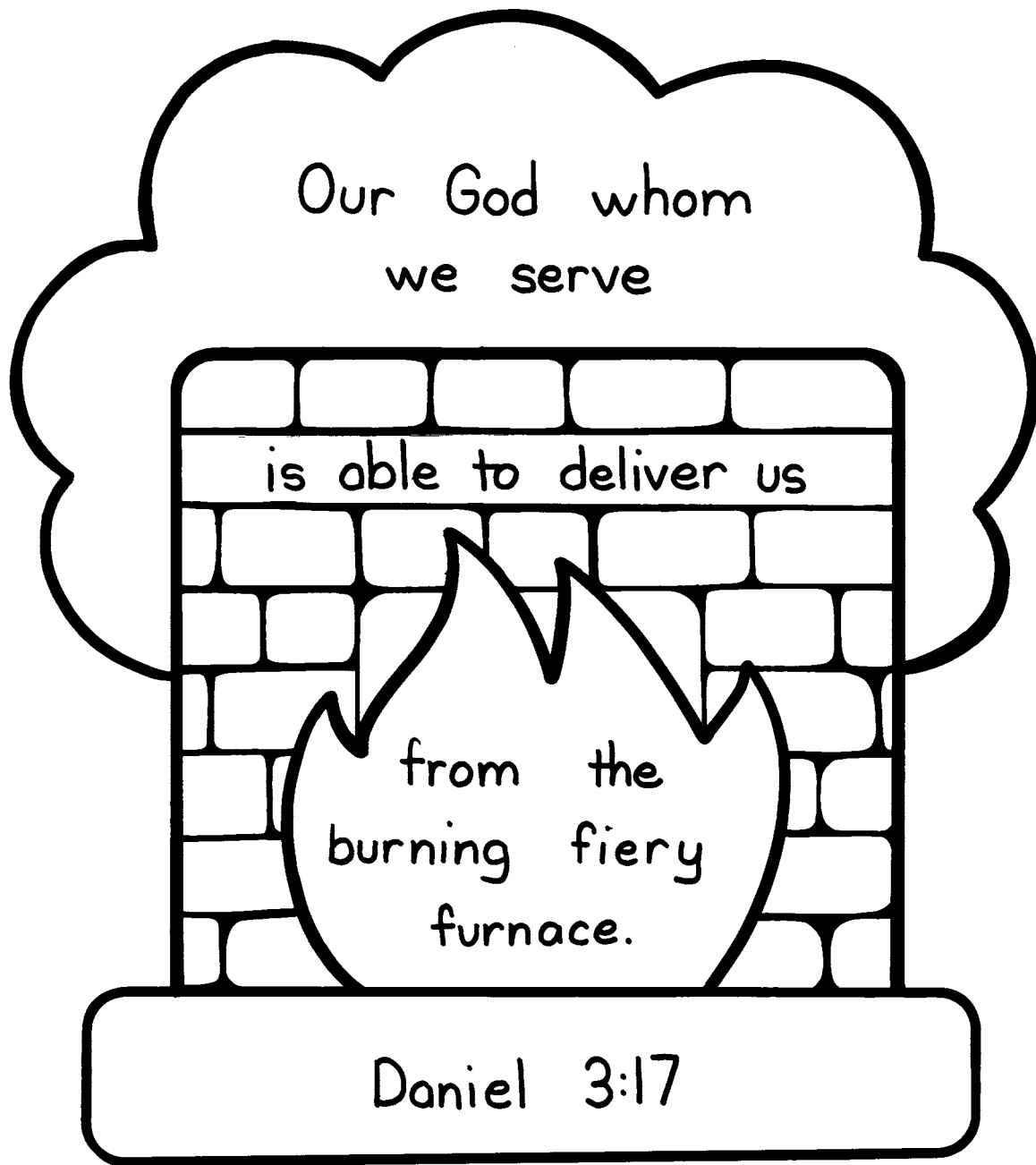
Five doll figures representing the three boys, the king, and Jesus, can be made from cardboard tubes. A parchment paper roll can be put together with toy rolling pins. Read the law saying everyone must bow down. Accordion-cut a row of figures for each child to hold and make them bow down when they hear the music (harmonica fanfare). Have a cardboard furnace with orange paper flames and a larger flame in front for "seven times hotter."

## REVIEW IDEAS

Have two teams. For each team make a statue out of at least 12 pieces of construction paper. Ask questions of the teams. You should have 24 questions — 12 for each team and a couple of bonus ones. If the question is answered correctly they get to take off a piece of the statue, starting at the top. The first team to completely destroy their statue wins.

Being Tested — Tell how the Hebrew boys were tested just like we are tested, but God is able to deliver. Use a strip of lead solder and a piece of wire that looks similar to make your point. Light a match to the piece of solder and see how it melts. Hold the piece of wire in a pair of pliers and apply the same fire to the wire. It doesn't melt, but stands the test. When God wants to use us for some important task He often puts us through a heat test to see how we stand up under it. Sometimes it's not very much fun to be tested, but if we prove true and continue to love and obey God, He will bring us through and He can use us to fulfill the tasks He wants us to do for Him.





# Den of Lions

**TEXT** Daniel 6:1-23

**OBJECTIVE** The students will be able to detail how God spared the life of Daniel when he did what he knew was right. They will recognize the importance of praying even when others make it hard to pray.

**MEMORY VERSE** My God hath sent his angel, and hath shut the lions' mouths. — Daniel 6:22

## MEMORY VERSE SONG

My God hath sent his an-gel, my God hath sent his an-gel,  
my God hath sent his an-gel, and hath shut the li-ons mouths.

## MEMORY VERSE IN ACTION

**MY GOD** — Both hands up, looking up.

**HATH SENT HIS ANGEL** — Hands at shoulders pointing out, flutter like wings.

**AND HATH SHUT** — Slap hands together, one on top of the other like a mouth shutting.

**THE LIONS' MOUTHS** — Point to mouth.

## MEMORY VERSE VISUALIZED

Cut apart into sections the angel hovering over the lion. (See pattern at end of lesson.) Put each portion of the puzzle on the board as that part of the verse is learned.

## BIBLE LESSON OUTLINE

Introduction: Give each child a pair of praying hands (see Patterns). Fold the hands, and on the outside write the words, "Because Daniel prayed, he could say . . . ." Have each student open the hands and on the inside write the words to the memory verse.

Progression of events:

1. King Darius gave Daniel the position of chief among the three presidents of his realm. The others sought to find fault with him, but could not do so.
2. They caused the king to sign a decree forbidding petitions to be asked of any other beside himself.

3. Daniel prayed three times a day as usual.

4. King Darius was compelled to have him thrown into the den of lions.

Climax: God sent His angel to shut the lions' mouths and Daniel was not harmed.

Conclusion: God delivered Daniel because he was faithful in doing what he knew to be right.

Response: Your students will be able to evaluate Daniel's behavior and tell why God honored and delivered him. They will be able to relate how God would have us respond when others make it hard for us to pray.

## BACKGROUND INFORMATION

"God hath sent his angel, and hath shut the lions' mouths." Angels are created, heavenly beings described in Hebrews 1:14 as ministering spirits. The Bible does not tell the time of their creation but certainly it was before man, to whom they were sent to minister. They were created holy but some fell from their state of innocence and were cast out of Heaven.

The work of angels is varied: Some stand in the presence of God and worship him; they assist, protect, and deliver God's people. They sometimes guide God's people (as when one directed Philip in Acts 8:26), and

they bring encouragement, comfort, and deliverance (Paul and Peter).

The Bible indicates that good angels will continue in the service of God throughout all ages, while the angels who fell will eventually have their part in the lake of fire.

Daniel's jealous colleagues, after diligent search, could find no evil in him and could contrive his downfall only through his faithfulness to God and prayer. No angel came to the rescue of his accusers, but they were devoured by the hungry lions, when condemned to a similar fate.

## IN-CLASS ACTIVITIES

Trace praying hands from Patterns, Lesson 1a. Adapt cuffs to look like a girl's or boy's sleeve. Have enough girl hands for each girl in the class and enough boy hands for each boy. Let the children color the hands and glue lace to the girl's wrist and buttons to the boy's cuff.

Have two flannel boards and two identical sets of jumbled word strips for the verse. Divide group into two teams (with their backs to each other) and see which team can put the verse in order on the flannel board in the shortest length of time. Use a stop watch or a watch with a second hand and report how long it took each team to put the verse in order.

Lion Puppet — Trace the head and jaw of the lion (see Patterns). Glue the head to the bottom of a paper lunch bag and the jaw under flap so his mouth will open and close. The children could make these and tell the story.

Explain to your class that although we will probably never have to face a den of lions, we probably **will** have to face some situations in life which may cause us to feel afraid. But God will be with us, just as He was with Daniel. Pass out pieces of paper cut out in the shape of a lion (see Patterns). Ask each student to write on one side of the lion a situation where they might be afraid. Collect the lions and redistribute them. Then ask the students to read what was written on the lion they now have and write on the reverse side how God could deliver. Then discuss the situations and responses together.

Reproduce the picture of the lions' den (see Patterns). Let your students paste on the figures of Daniel and the angel as you come to that part of the story. You may wish to put double-stick tape on the lion's mane and give the students 1" strands of brown yarn to apply. They may also color the picture.

Give each child a marking pen, a pair of scissors, an 8½" x 11" piece of yellow construction paper, a 3"

orange construction paper circle and a piece of brown construction paper 4" x 6¼". When you tell how the presidents and princes met to discuss Daniel and his possible faults (Daniel 6:4), have the children cut a rectangle for the table top around which they might have held their meeting. Daniel prayed faithfully three times a day. As you talk about this, have the children cut a triangle of brown construction paper to represent the three prayer times. As you tell of King Darius' signing the decree prohibiting prayer, have the children cut what might represent the stone in such a ring: a kite shape, like his signet ring or seal. As you talk about Daniel's going into the den, have them cut radial slashes into the circle to represent the awful roars. Discuss how Daniel might have felt as he faced the lions. The king passed hour by hour without sleep. Have the children represent four of those hours by cutting four stick-like rectangular pieces from the brown paper. After completing the telling of the story, assemble the parts on the yellow piece of construction paper. The face of the lion is drawn in (see Patterns). The children can complete their picture by adding a figure representing Daniel. You may also add the memory verse for the day. The orange "ruffles" around the lion's head can be bent outward for a 3-D effect.

## QUESTIONS

Why did King Darius like Daniel and show favor to him?  
Why couldn't the princes find anything wrong with Daniel?  
What law did the princes want the king to sign?  
Could that law be changed?  
What did Daniel do when he knew it was against the law to pray?  
Why didn't Daniel just quit praying?  
What happened to Daniel because he prayed?  
What happened to the lions when Daniel was put in the den with them?  
Why was Daniel saved from being hurt by the lions?  
Did Daniel and the king thank God?  
Tell about a time when God's angel was near you to protect you from danger.

## PRE-SCHOOL SUGGESTIONS

Make a large lion from brown construction paper for each child in the class (see Patterns). Let the children glue yarn on for his mane, or reproduce the pattern on white paper and let the children draw in the long, fluffy hair and color the picture.

Use doll figures to act out the story, including the angel and the king (with crown). Use a cardboard shoe box for a house with an open window and with a doll inside, praying. Make a paper clock with moveable hands to show Daniel prayed three times a day — morning, noon, and night. Use tape to "shut" the mouths of pup-



pet lions while explaining about the angel's coming to the den.

### REVIEW IDEAS

Focus your review on the importance of praying even when it's hard to pray. Explain the importance of brushing your teeth even when it's hard to remember. Brushing your teeth helps to keep them free of cavities; praying every day keeps sin spots out of your heart. Excuses: hurrying to school in the morning — no time to brush (or pray), too tired at night to brush (or pray), none of your friends brush their teeth (or pray).

"Are you boys and girls afraid of our policemen? You don't need to be. We have laws in our country which are to help us to be safe. Our policemen are supposed to enforce those laws for our protection. If we drive too fast we will get a ticket. If we drive as we should we get a good feeling because we know we're doing right, but if we do wrong we will get into trouble. But in some countries there are laws which are against God. If you love God and therefore cannot obey their laws you could be put in jail. Or you might not be allowed to attend Sunday school anymore. Daniel did what was right and God delivered him just like He will do for us if we listen to His Voice when He talks to us."

Make the point of your object lesson how we should pray and talk to God. Show a telephone and ask: Why do we use a telephone? We use it to talk to someone

### NOTES

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who is not near enough for us to talk to them in person. We didn't just pick up the phone and start talking — we had to learn how to dial the number, how to hold the phone the right way, and how to speak into the mouth-piece. When we want to talk to God it is much like using a telephone. We have to learn how to pray. Maybe we will make mistakes like we did when we were learning to use the telephone. But if we pray every day we will soon learn the right way to pray and it will be just like talking with a friend on the telephone or with someone who is in the room with us.

### COORDINATING SONGS

- "Whisper a Prayer"
- "Why Worry When You Can Pray"
- "My God Is So Great"
- "Daniel in the Lions' Den" to the tune of "Who Did?"

### SUPPORT MATERIAL

- Daniel and the Lions — Happy Day Book, Standard Publishing
- Daniel in the Lions' Den — Arch Book, Concordia
- Daniel in the Lions' Den — Bible Story Inlay Puzzle, Standard Publishing
- Daniel in the Lions' Den — Visual Graph, Scripture Press
- Daniel and the Lions — Palm Tree Book, Concordia
- Daniel: Faithful Captive — by Lou Heath, BibLearn Book, Broadman Press

