

God Tells Us How to Live

Lesson 17a — How to Honor God

Lesson 17b — Be Careful Little Tongue

Lesson 17c — Is It Yours?

Lesson 17d — Honor Those Who Have the Rule Over You

OVERVIEW

The focus of our study for this unit is the Ten Commandments. Your students need to begin by learning that God told Moses how the people of Israel should live, and Moses recorded these instructions in the first five books of the Old Testament. These laws teach us a great deal about the Old Testament society; but they also help us understand how we should live. God still expects His people to honor Him in their dealings with one another. The laws of the Old Testament teach us to obey God and respect the rights of our neighbors. Jesus and the Apostles reinforced these doctrines in the New Testament, and they form the foundation of modern Christian ethics.

Teachers will find it interesting to note that the principles that stood behind the laws recorded in the Bible are in

marked contrast to those behind other Near East laws. The laws of God are based upon the revealed character and purpose of God himself, rather than being the political whim of a human king or the mere traditions of a state. The Bible's laws point toward a goal — God's redemption of mankind.

You will notice that we have grouped selected commandments into four lessons at the learning level of the primary student. The four topics to be addressed are: honoring God, being careful what we say, being happy with what we have, and learning to respect and obey our parents and others in authority. These are important instructions for the children to understand, and it is vital that they understand these are teachings of the Bible and must not be regarded lightly.

GAMES FOR REVIEW

Purchase a number of white ping-pong balls. On each one write a word describing the way God wants us to live; for example, we must be honest, truthful, obedient, prayerful, and kind, and we must not steal, covet, lie, or speak evil of others. Mix up the balls in a see-through bowl. For your review have the children take turns choosing a ball and reading the words to everyone. They must then explain or give an example of the same. They may then choose a treat from a basket in which you have placed small prizes such as pieces of candy, stickers, or small toys.

Cut from construction paper two sets of "blocks," numbered from one to ten (see Patterns). Divide your students into two teams and ask them questions about the Ten Commandments. For each correct answer given, add a block to form a pyramid for the answering team (put it together as shown in pattern). The first team to get their pyramid completed with the number one on top is the winner.

Make the theme for your review, "How to Bee-have." Prepare as many little honeybee markers as you will need (see Patterns). On a large sheet of posterboard make a

list of words illustrating what God wants us to be (or not be).

Sample list:

kind	disobedient	loving
selfish	ugly	a thief
good	polite	lazy
obedient	honest	respectful
unkind	angry	rude
humble	cheerful	gracious
patient	covetous	helpful

Run a strip of double-stick tape down the left side of each column of words so the bees can be attached. Let students take turns placing a bee in front of the good words. As a competition game, prepare two identical lists and divide the group into two teams. Put the bees in a dish and let the students, in relay fashion, choose a bee, place it in front of a word, and then let the next person do the same until all have had an opportunity. The team that finishes first (and correctly) wins the game.

Quote Luke 11:28 to your class: "Blessed are they that hear the word of God, and keep it." Tell the children that this promise was given by Jesus himself. Help them play a game where the object is to receive a blessing (see Patterns). Have different colors of buttons that the chil-

dren can use as playing markers. All players begin in the middle space. The first player spins the direction spinner and moves his button one space in the direction shown on the spinner. Have the children take turns spinning and moving until, at last, one player arrives at the edge of the board and is "blessed."

CONTEST IDEAS

Give memory verse keys as rewards for good actions on each Sunday (see Patterns). Purchase a small chain for each child, or use yarn to represent a key chain. Copy the key patterns onto heavy paper (use a different color for each Sunday or a different color for each action). Cut out the keys and punch a hole where indicated. Each Sunday give out the appropriate keys for such things as attendance, bringing Bible, knowing memory verse, and doing missionary work.

Prepare a Ten-Commandments file folder for each child (see Patterns). On the tab of the folder write the title, GOD TELLS US HOW TO LIVE. Copy the picture of Moses and also the four tables of stone with the memory verses. Open the file folder and put the picture of Moses on the right-hand side. Place the four tables of stone on the left-hand side. Be careful to glue only around the edges so that you will have four pockets in which the children can place the strips of paper they earn for different actions during the month. Cut these strips (1" x 3") from different colors of paper. Each color will represent an action: red — attendance, blue — Bible, yellow — memory verse, green — missionary, etc.

BULLETIN BOARDS

Title your board BE A BUSY BEE AND LEARN THE TEN COMMANDMENTS (see Patterns). Make a blue sky background and green grass. Put ten large flowers, in your choice of colors, across the grass. In the center of each flower, write one of the Commandments. Put a bee in the sky hovering over the flowers.

Place a large red heart in the top center of your board (see Patterns). Cut a hinged flap in the heart and place a picture of Jesus underneath. On the lower center part of your board place the words, THE RIGHT WAY TO LIVE. Make large arrows coming from the heart to point to each corner of the board. In these corners place four pictures: one of a child praying, one showing two children talking, one of a child looking at something another child is holding, and one of a child and a parent. Under each picture put in small type the appropriate words: I will honor God, I will be careful what I say, I will not covet or steal, I will obey.

Prepare a rainbow of commandments for your board (see Patterns). Write the title, GOD TELLS US HOW TO LIVE, on a tree in the outdoor scene which includes grass and

a river or lake and children. Across a blue sky put a rainbow of ten colors or shades. On each strip write one of the Commandments.

CHART IDEAS

For each of your students make a copy of "Understanding God's Commandments" (see Patterns). Each Sunday read through the Commandments you are studying at that time. Have the students compare the Bible version and its meaning. When the students feel they really understand a Commandment let them use a highlight pen to mark that Commandment.

Make a lesson wheel for each child (see Patterns). Attach the top section to the illustrated circle with a paper fastener. By the end of this unit each student should be able to turn his lesson wheel to any of the four illustrations and tell you which of God's Commandments it represents.

Accordion-fold a sheet of paper. Write the Commandments in succession on separate folds. Place a dove at each of the top corners (see Patterns). This can be unfolded as the class learns each of the Commandments. If you make one for each student in the class, they may be taken home after all are learned.

Make small cone people, one to represent each child in your class (see Patterns). On the front of each, paste a photo of one of your students for the face. Also prepare a couple of extra figures using faces cut from catalogs or photos of people not familiar to your students. Use this set of dolls throughout the unit to represent present-day examples of behavior. Be sure to use your students as the positive characters in each situation, and the unfamiliar figures as the negative characters.

UNIT SONGS

"Open My Eyes That I May See"

"Take My Life and Let It Be"

"Be Careful, Little Tongue, What You Say"

"My Hands Belong to You"

"Oh, Be Thankful for the Good Things That You've Got"

"Mansion Over the Hilltop"

"On Monday I Am Happy, On Tuesday Full of Joy"

UNIT SUPPORT MATERIAL

Jesus and the Ten Commandments — Pict-o-graph, Standard Publishing

The Ten Commandments: Learning About God's Law — by Gloria Truit, Concordia

The Ten Commandments — Giant Coloring Strip Poster (eight 17" x 21" panels), Concordia

Andy Churchmouse Classroom Pictures to Color — Christian Concepts, Gospel Publishing

TEXT	Exodus 20:1-11
OBJECTIVE	The students will understand that God wants to be first in their lives.
MEMORY VERSE	Give unto the LORD the glory due unto his name. — Psalm 29:2

How to Honor God

MEMORY VERSE IN ACTION

GIVE — Thumbs touching finger tips, palms toward self touching chest. Move hands away from body, opening palms out flat, facing up.

UNTO THE LORD — Point up.

THE GLORY DUE — Hold left palm out, facing up. Have right finger tips touch left palm, raise right hand while wiggling fingers.

UNTO HIS — Point up.

NAME — First two fingers of both hands should be tapping at right angles.

MEMORY VERSE VISUALIZED

Our memory verse for this week is illustrated by three children encircled by a ribbon and music notes. (See pattern at the end of this lesson.) Cut apart the four sections on the heavy black lines. Reassemble the picture with your group as each portion of the verse is learned.

BIBLE LESSON OUTLINE

Introduction: Bring some rules for a game, instructions for assembling something, and a motor vehicle driver's manual to class. Discuss with your students what part rules and instructions play in our lives and why they are helpful and important.

Progression of events:

1. God knew the Children of Israel needed rules and instructions so they would understand what God expected of them.
2. God gave Moses the Ten Commandments and he was to convey these to the people.
3. God's first Commandment told them that He wanted to be the one and only God they would serve.
4. We must honor God and put Him first in our lives also. Discuss specific ways this can be done.

Climax: The people could show God that they loved and honored Him by obeying His Commandments.

Conclusion: It is just as important today that we put God first in our lives as it was for the Children of Israel.

Response: Your students will be able to explain the first Commandment and relate specific ways we can put God first in our lives today.

BACKGROUND INFORMATION

Shortly after the Children of Israel escaped from Egypt, God called Moses up to Mount Sinai and gave him the Ten Commandments. Initially, the purpose of the Law was to set the nation of Israel apart from the pagan nations around them. God said, "If ye will obey my voice indeed, and keep my covenant, then ye shall be a peculiar treasure unto me above all people" (Exodus 19:5). Ultimately, however, the Law was given to display the sinfulness of man (Romans 3:19,20). Man, in his own strength, can never keep the Law. Under the New Covenant a man is no longer set apart by keeping the Law, but by faith in Jesus Christ. A Christian follows the Spirit of God, but it is obvious that the Spirit of God would not lead a person to disregard the holy principles of the Law of God. (See Romans 6.) As Paul said, "The law is holy, and the commandment holy, and just, and good" (Romans 7:12).

When asked which was the greatest commandment, Jesus replied, "Thou shalt love the Lord thy God with all thy heart, and with all thy soul, and with all thy mind" (Matthew 22:37). The Lord demands our total commitment. We must honor him with our thoughts, words, actions, and time.

IN-CLASS ACTIVITIES

Show the children things such as a trophy, money, houses, and clothing. Explain how these can be idols if they become more important to them than God.

Use a heart-shaped candy box to represent a person's heart. Inside the box put pictures mounted on paper hearts cut to fit the shape of the box. Each picture should depict some way a child can honor God; for example, singing, praying, helping, sharing, obeying, loving.

Cut out several 1" x 8" strips of paper (one for each name you use). On each strip write one of the names by which God is known. Try to use the descriptive names such as: Almighty, Savior, Truth, Judge. You can find a complete list in a Thompson Chain-Reference Bible. Put these strips together to make a paper chain. During class, help the children recite the memory verse and explain why we

should honor God and why even His name is so special. Let the children take turns detaching the links from the paper chain. Have each child read aloud the names he chooses. Talk about the meaning of each of the names.

God gave Moses Ten Commandments. We have printed most of them on the Mixed-Up Commands sheet along with several other “rules” (see Patterns). Give each child a copy of this pattern and ask them to cross out the rules that were not given to Moses. They should circle the four commands that tell how we can honor God and show that we love Him.

QUESTIONS

Why does God want first place in our lives?

What are some of the things that could come before God in our lives?

Can a person be “free” and still have to follow rules?

God has all kinds of promises for those who keep His Commandments. Name some of these promises.

What does it mean to take the Lord’s name in vain?

How can we show God respect?

How do you think He wants us to act in His House?

How is Sunday different from the other six days?

Why doesn’t God want us to work on His day? What example did He give us?

What promise does God give to those who honor their mother and father?

Tell some ways we can show our mother and father that we honor them.

PRESCHOOL SUGGESTIONS

Ask your little ones, “How do you think God feels when you honor Him?” As each one answers the same question, use a can of pressurized cheese spread to make a smiling face on a round cracker to represent God’s happy feeling. The children can then eat the crackers for their snack.

Put tiny dolls in a church setting. (Use a piece of cardboard folded in the center so it will stand up. Make “stained-glass” windows from scraps of construction paper and tape on each side to give the effect of a church.) Use the dolls to illustrate behavior in church which would honor God — singing the songs nicely, folding hands and closing eyes at prayer time, not pushing on the benches, treating Bibles and song books carefully, etc.

For each student prepare a set of the Honor God finger puppets (see Patterns). Explain to them that the symbols stand for five ways we can honor God. Let the children put them on their fingers. As you explain what each one

means, have the children show which finger puppet you are talking about.

The children will enjoy doing this familiar finger play: 1. Here is the church (hands clasped together with fingers inside) 2. And here is the steeple (index fingers of both hands extended) 3. Open the door (pull thumbs apart to expose fingers) 4. And see all the people (wiggle fingers). As you wiggle the fingers to symbolize people, talk about what each of the people can do in church to honor God.

REVIEW IDEAS

The following stories show how we put God first in our daily lives. After telling each story, ask the children if God was put first.

1. Just as Jane got home from school her mother was ready to leave. “I’m glad you’re home, Jane. I have to go to the store now,” her mother said. “Please clean your room before you go out to play.” As soon as her mom left, Jane put on her play clothes. “I know the Bible says to obey your parents, but I can play first and then clean my room. Mom won’t be back for a while, so she’ll never know,” Jane said to herself.

2. Tommy and Ben were riding bikes together. As they turned a corner, Ben’s wheel caught Tommy’s and they both came crashing down. Ben got up and said a bad word. Tommy thought about what the Bible says about cursing. He wanted to put God first. Even though he hurt, he didn’t say bad things.

3. Jon heard his mother calling him. It was time to read and pray together. But he was having a great time playing in his tree fort, so he pretended not to hear her. Reading and praying is okay, he thought, but God can wait until I’m finished playing.

4. Tracy heard her sister say that the Sunday school bus had pulled up outside. She was right in the middle of reading a story. It was a brand new comic book that she bought yesterday. This was the first chance she had to read it, so she didn’t want to stop. But Tracy remembered what she had learned from the Bible. We are supposed to honor God every day, but especially on His day. “Wait for me, Sis,” she yelled, as she grabbed her lesson sheet on the way out. She felt good in her heart. She knew she was honoring God.

Enlarge and cut out the outline of the boy (see Patterns). Then cut out appropriate-sized hands, feet, eyes, ears, mouth, and heart. Place the boy on the board and the ten parts into a box. Play a game similar to “Pin the Tail on the Donkey.” Choose ten students and let each of them take a part from the box. Write the student’s initials on his part. Let each student tell what he can do with that part to honor God. In turn, blindfold and spin each one around. Place a pin in the part he is holding and let him pin his part in the place on the board where he thinks it should be. The one who puts his part closest to the correct place may be given a small prize. (If felt is used for the body and parts, the pins would not be needed.)

COORDINATING SONGS

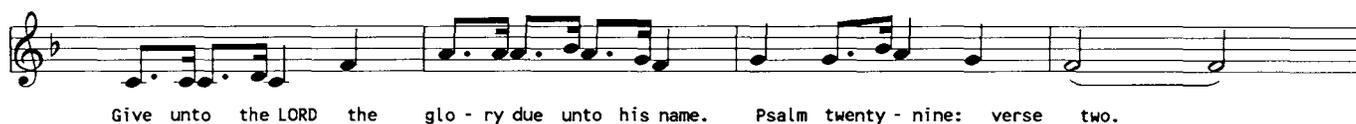
"He's Everything to Me"
"Mine, Mine, Mine" — Salvation Songs
"He's My Reason for Living"
"Walking With Jesus"
"All Your Heart" — Salvation Songs
"Christ for Me"
"I'll Be a Sunbeam"

"I Need Jesus"

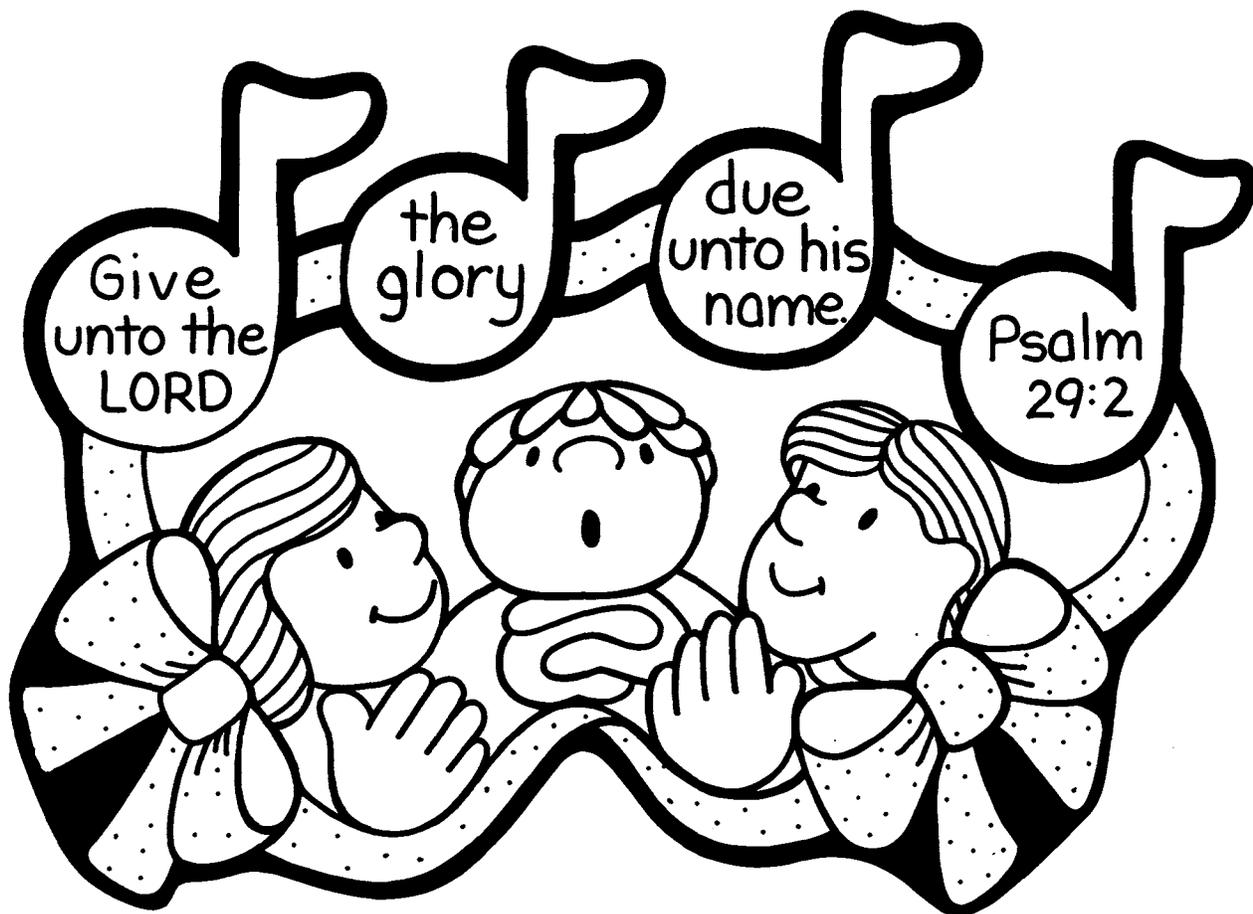
SUPPORT MATERIAL

We Go to God's House — Happy Day Card Game, Standard Publishing
Tell Me About God — Happy Day Book, Standard Publishing
God and Me — by F. Heide, Concordia

MEMORY VERSE SONG



MEMORY VERSE VISUALIZED



TEXT Exodus 20:7,16; Psalm 34:1-6; James 4:11

OBJECTIVE The students will understand that God wants us to honor and glorify Him with the words we speak and to be careful of what we say about others.

MEMORY VERSE Speak not evil one of another. — James 4:11

Be Careful Little Tongue

MEMORY VERSE IN ACTION

SPEAK — Right index finger, pointing to the left, is held before the mouth and rolled forward in a circular movement.

NOT — Shake head No.

EVIL — With hands in front of face, palms out, forcefully brush an imaginary object to the right. Look as though you hate the object.

ONE OF ANOTHER — Point to others.

MEMORY VERSE VISUALIZED

Three boys reciting the memory verse is the visual display of this week. (See pattern at the end of this lesson.) Cut the picture apart on the heavy black lines. Display the three pieces, one at a time, as your students study the verse together.

BIBLE LESSON OUTLINE

Introduction: Make a big pile of dots with a paper punch as explained in In-Class Activities. Explain to your class that these dots represent words. Blow on them to show the effect of saying something hastily. It is difficult to retrieve them all!

Progression of events:

1. God gave the Children of Israel two specific Commandments concerning their tongue.
2. The first was that they should not take the name of God in vain. That means we should not swear or use God's name in slang expressions or foolish talking.
3. Another Commandment told them that they should not bear false witness. We must be careful to always speak the truth.

Climax: God's rules concerning the tongue were very important in that day, and are just as important today.

Conclusion: Our words can honor God's name, encourage others, witness for Christ, etc. But they can also dishonor God and bring ruin to ourselves and others. It is imperative that we be careful what we say.

Response: Your students will be able to explain the two Commandments regarding our speech, and to give examples of ways the tongue can be used for good or evil.

BACKGROUND INFORMATION

Jesus said, "By thy words thou shalt be justified, and by thy words thou shalt be condemned" (Matthew 12:37). The way we use our mouths is of supreme importance. Our words can be a powerful force for good. With our words we can honor God's name, give praise to Him, encourage others; or with our words we can dishonor God and bring ruin to ourselves and others. The Bible is full of references to our words and how we use our tongues (mouths, lips). Especially enlightening on this subject is the Book of Proverbs. For examples see Proverbs 4:24; 6:17,19; 10:11,18-20,31,32; 11:9,13; 12:6,13,17,18,22,25; 13:3; 14:3,5,23,25; 15:1,2,4,7,23,26,28.

As James said, "If any man offend not in word, the same is a perfect man" (James 3:2). And David prayed, "Set a watch, O LORD, before my mouth; keep the door of my lips" (Psalm 141:3).

The Lord taught His disciples to pray, "Our Father which art in heaven, Hallowed be thy name." The name of God is not to be needlessly or irreverently used but held as supremely sacred. As the third Commandment states, the one who dishonors the name of the Lord will not be held guiltless.

God also requires His children to be impeccably honest. God is a God of light (I John 1:5) and truth, and as His children we are to display His character. The Lord hates a lying tongue and a false witness. Proverbs 6:17,19

IN-CLASS ACTIVITIES

Explain to your class that Proverbs 16:24 tells us that, "Pleasant words are as an honeycomb, sweet to the soul, and health to the bones." Make a set of the Sweet Words bees and honeycomb for each child (see Patterns). Cut out the bees and have the children place each bee in its matching cell on the honeycomb. Each time they hear or say one of those words or phrases they should have that bee "fly" to a flower. When that word is used again the bee should fly back to its cell on the honeycomb. It will be fun to see how often the words are really used. Tell the children that whenever they see a bee they can pretend

that it is carrying kind words. Remind them that if we are kind in all we say, God will be pleased. And we will help others to feel good too.

Show the children the parrot finger-puppet (see Patterns). Tell them that parrots are famous for repeating what people say. Then use the boy and girl finger-puppets to represent an older child and a younger child. Demonstrate how the words an older child says are often repeated (or parroted) by younger children. Explain that younger children think that since an older one says something, it must be true or all right to say. So everyone, even the teachers and parents, must be very careful to give honor and glory to God in everything they say.

God doesn't like lying, even little "white lies." The following demonstrations show how even a little falsehood can be bad:

—One-half teaspoon of salt ruins a glass of Kool-Aid.

—A little onion on a chocolate-chip cookie ruins it.

—Black pepper sprinkled on a soda cracker spread with peanut butter ruins it also.

Just so, a little of the wrong thing can ruin a good thing. A little lie puts sin in one's heart and ruins it.

Make a big pile of dots with a paper punch. Explain to your class that the dots represent words. Blow on them to show the effect of saying something hastily. It is very hard to pick up all the dots and put them back into a pile! It is also difficult to make right unkind or hasty words, so we should be careful what we say.

Explain to your students that one of the best ways to honor God with our words is in prayer. Then we can ask Him to help us each day to say and do only what is good and what will please Him. Give each student a cutout of praying hands (see Patterns), then together in class, write a short prayer for God's help and blessing.

QUESTIONS

Who has control over our tongues?

Why do you suppose some people take God's name in vain while others praise His name? Why the difference?

Sometimes it is best to be quiet. Talk about times when we should not talk.

What does it mean to gossip? Does it hurt anyone? How do you feel when you hear gossip? How do you feel when you gossip? How do you feel when someone gossips about you?

How does what we say show what we have in our heart?

How can words hurt? Can something you say hurt as badly as if you hit someone? How?

Does it hurt anyone if you tell a little lie? How can a lie hurt someone if they never find out you've told it?

How do you feel when someone has lied about you?

When a person gets saved, what should he do about any lies he may have told?

Who sees and hears everything we do and say? What will He do with the lies we tell if we don't ask forgiveness?

PRESCHOOL SUGGESTIONS

Make a set of finger puppets to help you present some mini-dialogues illustrating proper and improper use of the tongue (see Patterns). Make up some situations for finger puppets Sassy Sally and Sweet Susie, and Lying Larry and Truthful Tom. (Be sure to use other names if you have a Sally or Larry in your group.)

Make happy and sad face puppets on Popsicle sticks, with a happy face on one side and a sad face on the other side (see Patterns). Give one to each child. Tell your class that you are going to say some things and they should listen carefully. If the words you say make them feel happy, they should hold up the side with the happy face. If the words make them feel sad, they should hold up the side with the sad face.

Make a copy of the face with one slit cut out for the mouth and another for words (see Patterns). Fasten the strip that has the mouth and words to the back of the face so they show through the slits when turned. Use this as a teaching tool to illustrate our feelings when we say bad things and when we say good things.

Do the work sheet regarding telling the truth, giving each student a copy (see Patterns). Ask your class, **What do you think the boy is asking his mother?** ("May I have a cookie?") Have each child color the plate of cookies. **How many cookies did the mother tell her son he could have?** (One.) Have each child hold up one finger. **How many cookies did the boy take?** (Two.) Have each child hold up two fingers. **Mother asked, "How many cookies did you take?" What answer is the truth?** (Two.) **The boy said, "Two." Mother was happy her son told the truth.** Repeat Bible Words aloud with the children. Have each child turn his paper over. **Will you tell the truth to your family and friends? Draw people you will tell the truth to this week.** Have each child draw people.

REVIEW IDEAS

Create a review to be shown with an overhead projector. Choose several characters from throughout the Primary Pals Patterns. Prepare a dialogue as you show pictures of children in some situations that could lead to saying the wrong thing. Then show a child speaking in a way that honors God and others. For example, a picture of two friends together. One friend is picking a fight. The other child gives a soft answer that stops the fight. Another

TEXT	Exodus 20:15,17; I Timothy 6:6-8
OBJECTIVE	The students will understand that God wants us to be happy with what we have. No coveting, no stealing!
MEMORY VERSE	Be content with such things as ye have. — Hebrews 13:5

Is It Yours?

MEMORY VERSE IN ACTION

BE CONTENT — Clap hands.

WITH SUCH THINGS — With right hand flat, palm down, make large circle horizontal and clockwise.

AS YE — Point to others.

HAVE — Move palms toward chest and then touch chest with finger tips.

MEMORY VERSE VISUALIZED

This week's memory verse is illustrated by several happy faces. (See pattern at the end of this lesson.) Cut apart the four sections as indicated by the heavy black lines. Put the arrangement back together, one section at a time, as your students learn the verse.

BIBLE LESSON OUTLINE

Introduction: Adapt the Preschool Suggestion using two matchbox cars for your opener. Describe three possible responses of a child who is looking at the cars: to steal them, to envy the owner, or just to be happy to have a chance to play with them.

Progression of events:

1. God gave the Children of Israel two instructions concerning the property of others. The first was that they should not steal.
2. The other Commandment was an instruction against coveting. We should not be envious or wish to have something that belongs to another.
3. God wants us to be content with what we have, in our day also. This is an attitude of the heart, rather than the prohibition of a certain action.

Climax: These two rules concerning how we live are still binding today.

Conclusion: When we have our hearts set on putting God and His commandments first, then we will be content with what He has already given us.

Response: Your students will be able to outline the two types of behavior with regard to the property of others as studied in today's lesson. They will be able to give verbal definitions or examples illustrating the words *steal* and *covet*.

BACKGROUND INFORMATION

The Lord commands us to "be content with such things as ye have" (Hebrews 13:5). The tenth Commandment says, "Thou shalt not covet" which focuses on the attitude of our heart in contrast to the other Commandments which are prohibitions of specific actions. Clearly, only God could make and enforce this Law, because only He knows the heart.

When Paul reflected on this Commandment, he realized that he, too, had been a law breaker. Outwardly, he had kept the whole Law, but as he said, "I had not known lust, except the law had said, Thou shalt not covet" (Romans 7:7).

In fact, Jesus brought the whole Law into the realm of the heart and spirit when He said, "Whosoever is angry with his brother without a cause shall be in danger of the judgment" (Matthew 5:22 and I John 3:15), and "Whosoever looketh on a woman to lust after her hath committed adultery with her already in his heart" (Matthew 5:28).

When we have our heart set on things of God and we are fully obeying the first Commandment then we will have little desire for the possessions of others.

IN-CLASS ACTIVITIES

Use flashcards or pictures of a house and school with windows that open to show an item inside.

House

Bedroom — clothes

Living room — toy

Kitchen — cookie

School

Class — pencil

Restroom — comb

Playground — bubble-gum cards — barrettes

Each room has something in it that could be stolen. Ask the children how they should react to things that belong to someone else. Be happy and content with what you have.

Bring a number of items to class that have a name printed on them; for example, a lunch sack, pencil, mug, shirt. Hold up the item and ask: "Whose is this?" Would they

wear the shirt even though someone else's name is on it? They will say no, because everyone would know it wasn't theirs. If we take something that doesn't belong to us, **God** knows, even if there is no name on it.

Make a set of puzzle squares for each child in your class (see Patterns). Copy the puzzles onto heavy paper, cover them with contact paper, and cut them into squares. Store each puzzle in a plastic Ziploc bag. The puzzle contains six words which describe how you should feel about what you have, and six words which tell how you should not feel about what other people have. The words are split across the center so the children will have to wait until after the puzzle is together to find out what the words are. Have the children match up the squares in the correct order. Talk about the differences that these make in a person's life.

Give each student a copy of the Don't Steal-Don't Covet puzzle (see Patterns). Have them start at any letter and trace its path to a box. Write that letter in the box. They should do this with each letter, and when they are finished they will discover how God wants them to be.

QUESTIONS

What does it mean to covet?

Why does God want us to be satisfied with what we have?

What happens when we steal?

Others watch how we live. How do you think they feel when they see us doing wrong?

Have you ever taken something that did not belong to you? How did you feel when it was quiet and you were trying to fall asleep at night?

What is the difference between borrowing and stealing?

How do you feel when someone has a lot of nice things that you do not have? How do you feel when someone has a lot less than you have?

Is it all right to steal little things like dimes or cookies?

After we get saved what do we need to do about the things we have stolen? About the things we have coveted?

What does *restitution* mean?

Compare *covetousness* with *thankfulness*.

PRESCHOOL SUGGESTIONS

Have your students compare the two pictures — one showing children playing alone and one showing children sharing (see Patterns). Draw sad faces on the first picture, and smiles on the second. Tell little stories to illustrate why the children in the pictures are sad or happy — "Sally said, 'No, you can't play with these blocks,'" etc.

Bring two matchbox cars to class, one old and scratched, and the other new and shiny. Tell your class a make-

believe story about a little boy who brought the scratched car to Day Care. While he was there, he saw the shiny car on the shelf and he wanted it very badly. Describe how he yielded to temptation and took the car, but how bad he felt afterwards. Be sure you end the story by having him go back to the Day Care teacher to confess what he did and return the shiny car.

Make a matching game using colors to help your students understand the Commandments of not stealing or coveting the belongings of others. Use the figures of children and the toys (see Patterns). Color the clothes of one child blue, another red, a third yellow, and the fourth green. Make a complete set of toys for each, coloring the sets with the same colors. Let the students match the child with the toys which belong to that figure, using the colors as a guide. Reinforce the theme of the lesson as they do the matching, saying phrases such as, "That's right, Sally doesn't take the blue ball. The yellow ball is hers," or "Tommy doesn't want Susie's red truck. He has a blue truck."

REVIEW IDEAS

On a large chalkboard, draw two simple stick figures, one smiling and one frowning. Name them Gloomy Glen and Cheerful Chuck. Make a list of different situations and ask the children how they would respond if they were one of the above characters. For example, they each received a new bicycle for Christmas. Gloomy says, "It's not as nice as Chuck's new bike." Cheerful says, "Wow, now I can ride my own bike to school. Thank you!" A thankful heart is more content. Remembering the good things God has given us makes us content. Encourage the children to be this way. When we don't have our eyes on Jesus we are likely to be unhappy and want what somebody else has. God says no. It's not ours. Give different examples to illustrate this point using your two characters.

For your review prepare a question and answer game similar to the Hot Potato game, except use a beanbag rather than a potato. You might wish to use the questions given for this lesson and add to them. Or, you may prepare a completely new set of questions. Seat everyone in a circle and start passing around the beanbag. When you say, Stop! the person holding the beanbag must answer a question.

COORDINATING SONGS

"Jesus Is the Giver"

"Oh, Be Careful"

"I'm Glad I'm a Christian" — Christian Attitudes

"Saved Every Day of the Week" — Christian Attitudes

SUPPORT MATERIAL

Mine and Yours — Ready-Set-Grow! Series by Joy Wilt Berry, Gospel Publishing House

Honesty — by Jane Belk Moncure, Standard Publishing
Why Do I Do Things Wrong? — by Carolyn Nystrom,
Children's Bible Basic Book, Gospel Publishing House
Let's Talk About Stealing — by Joy Wilt Berry, Grolier
Enterprises, Inc.

MEMORY VERSE SONG

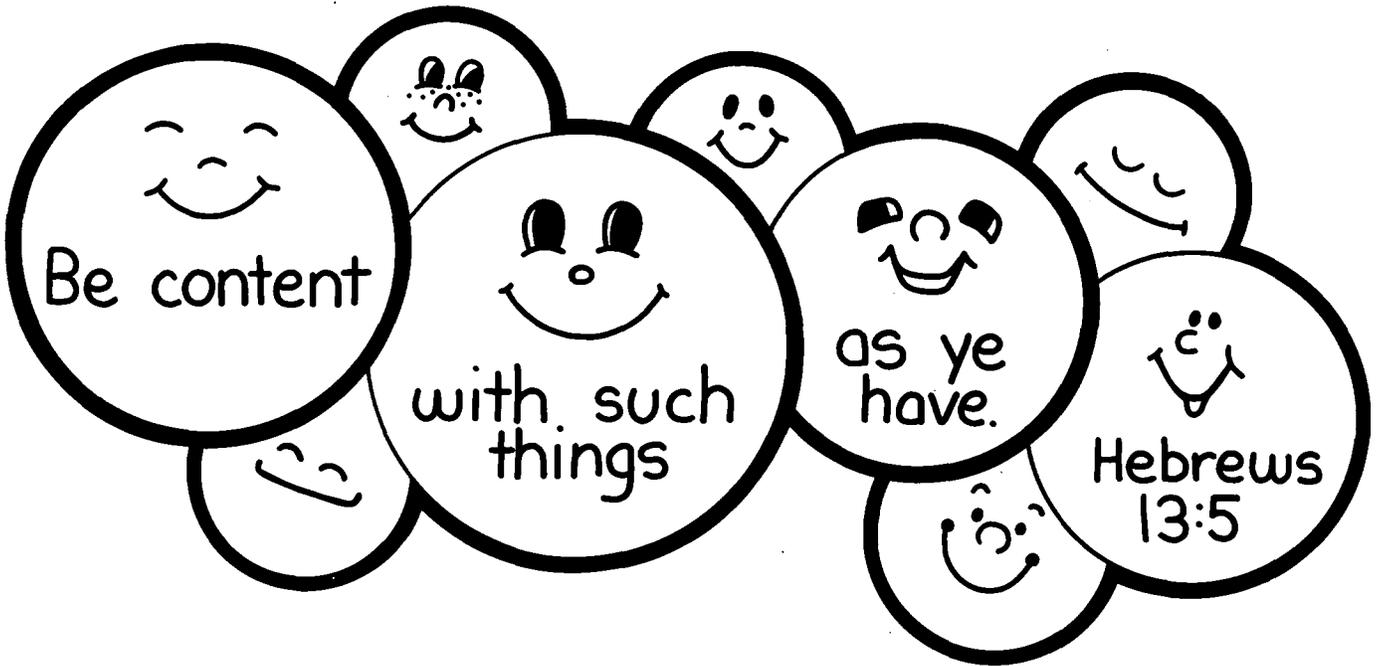


Be content with such things as ye have. Be con - tent. Be con - tent.



Be content with such things as ye have. He - brews thir - teen: five.

MEMORY VERSE VISUALIZED



TEXT Exodus 20:12; Ephesians 6:1-3; Titus 3:1; Hebrews 13:17

OBJECTIVE The students will understand that God wants them to respect and obey their parents and other adults in authority.

MEMORY VERSE Honour thy father and thy mother. — Exodus 20:12

Honor Those Who Have the Rule Over You

MEMORY VERSE IN ACTION

HONOUR — Both hands at sides of face, palms forward. Hands make bowing motion.

THY FATHER — Hold open right hand up at forehead with thumb touching forehead. Close fingers down.

AND THY MOTHER — Hold open right hand up at chin with thumb touching chin. Close fingers down.

MEMORY VERSE VISUALIZED

Our memory verse for this week is illustrated by a father and a mother. (See pattern at the end of this lesson.) Cut apart the three sections on the heavy black lines. Re-assemble the arrangement with your group as each portion of the verse is learned.

BIBLE LESSON OUTLINE

Introduction: As an opener, use the poster described in In-Class Activities and provided under Patterns. Talk about how God has ordained this structure of authority.

Progression of events:

1. God gave the Children of Israel a Commandment specifically directed to children.
2. Children were to honor their father and mother. One of the ways this can be done is through obedience.
3. This instruction is also taught in the New Testament.
4. Present some present-day illustrations of obedience and disobedience.

Climax: God promises good things to those who heed this instruction.

Conclusion: Honor and obedience to those in authority are just as important today as they were in the time of the Children of Israel.

Response: Your students should be able to explain the meanings of the words *obedience* and *disobedience*, and give specific examples of each type of behavior. They will be further able to relate which type of behavior is commanded by God.

BACKGROUND INFORMATION

God commands children to honor their parents. The word *honor* means more than just obedience, but also “to highly esteem and to give a place of superiority.” Jesus was our example when “he went down with them, and came to Nazareth, and was subject unto them” (Luke 2:51).

Disregard for this Commandment is growing and, in fact, was predicted by Paul when he said, “In the last days perilous times shall come. For men shall be lovers of their own selves, covetous ... disobedient to parents” (II Timothy 3:1,2). Obedience to this Commandment brings a divine blessing and disobedience a divine curse. (See Ephesians 6:1-3 and Deuteronomy 27:16.)

IN-CLASS ACTIVITIES

Make a set of chain people for each child (see Patterns). Fold on line 1 so the figures are inside. Then fold on lines 2 and 3 toward the outside edge so there is a figure showing on each end. Cut through all layers, following the outline of the top figure. On the back of each figure have the children write a name of someone they should honor and obey.

Provide materials for your class so they can design a Thank You card for someone who God teaches they should obey — a parent or care-giver, a teacher, minister, or other older person. On the inside, help them print the words:

“I promise to listen to what you say,
And do my best to always obey.”

Make a large poster of the diagram showing the relationship between children and God, parents, or those in authority (see Patterns). As you look at the poster, talk about how obeying rules can help children be happy, and can help them please God.

Have the students match phrases or pictures of ways to obey figures of authority. Examples:

<u>TEACHER</u>	<u>PARENT</u>	<u>POLICE</u>
do homework	clean room	stop signs
clean chalkboard	do dishes	bike-path rule
don't talk	answer phone	no trespassing
draw pictures	baby-sit	no skating (thin ice)
run errand	dust	

Give each child a copy of the Honor worksheet (see Patterns). Have the children circle the words that tell how they can show honor to a person. Cross out the words that don't show honor. Talk about the importance of showing honor to our parents and other adults.

QUESTIONS

God is our heavenly Father. Compare obeying God with obeying your earthly father. How is it the same? How is it different?

What is God's promise to you if you obey your parents?

How do you think Jesus felt toward Mary and Joseph when He was just a child?

The Bible tells us to honor and obey our parents. What other people should we honor and obey?

If your parents are not Christians are you expected to honor and obey them? Why or why not?

If a child does not obey his parents, will he obey his schoolteacher? Why or why not?

List some reasons why it is important to obey people who have rule over us. How could you show someone that you honor or respect him?

What would happen if nobody obeyed the laws or rules of the government?

Talk about your attitude when you are obeying. What does God think about feelings of anger or unfairness? Explain how obeying is more than just an action.

Do you remember a time when you disobeyed? How did you feel? How would things have been different if you had obeyed?

PRESCHOOL SUGGESTIONS

Draw a town on a chalkboard or use paper buildings in a sandbox. Have one road and include two or three houses, a school, store, baby-sitter's house, police station, fire station, etc. Have a doll (or just draw footsteps) visit each place and talk to the person the child should obey. Give examples.

Take a number of objects to class to illustrate ways preschoolers can obey. Make a poster that says, "I'm happy when I obey" (see Patterns). Take a bar of soap and a washcloth to show washing face and hands when

told to do so. Take a dress or shirt to show getting dressed. Take a toy car to show sitting quietly in the car. Take a doll bed to show getting up when called. Take a toothbrush to show brushing teeth. After each item is mentioned and discussed, hold up the poster showing how we feel when we do obey.

Make a simple apron (the type that just ties around your waist) and sew on as many small pockets as you have students. Into each pocket put a round, smiley face on which you have written the name of a student (a different name in each pocket). Put on the apron in class and tell the children that the pockets contain the names of people who obey. Let the children choose a pocket. Take the smiley face out and read the name on it. Tell of a time when that person obeyed. (Examples: Turned around when told to. Sat down when told to. Picked up something when told to.) Emphasize obedience in a positive way. Tell the children that God sees even the little things we do for others.

Make an Obey O'Bear for each child (see Patterns). Copy the bear onto posterboard. Each bear will need to have a 27" to 36" shoelace. Punch out the holes around the bear's tummy. Tell the children that each time they think of a person they should obey, they can put the lace through one of the holes in Obey O'Bear's tummy, starting at the neck. There are only ten holes so they should have a pretty easy time. Tie a bow at the neck when done.

REVIEW IDEAS

Display a large picture of a family (see Patterns) on a board. Completely cover the picture with 12 cards that are numbered from 1 to 10, plus a smiley face and a small picture of parents. (Scramble the numbers and pictures before pinning on board.) Have the children pick a number, and tell you which Commandment it is. Under the parents' picture card have the question, "What is the promise that was given with the Fifth Commandment?" The smiley face picture would be "free" — the student may choose another card. Each time a child answers a question he may remove the card and try to guess what the large picture underneath is.

Respect, regard, honor, and esteem all mean about the same thing; that is, "to obey and love." However, we can obey without loving, but we want to obey **and** love. God wants this also. To emphasize obedience with love, use Gloomy Glen and Cheerful Chuck from our last lesson. Pretend they are asked to clean their rooms. Gloomy said, "I'll get a whipping if I don't." Cheerful says, "Mom sure will be happy when she sees my room so clean." Make a list of different situations and ask the children how they would respond if they were Gloomy (just obedience) or if they were Cheerful (obedience with love). Accept the answers the children give, but emphasize that love cares about how the other person feels. Gloomy thinks about himself, but Cheerful thinks about others.

Adapt the game "Simon Says" for your review. For young children, use the phrase "God says." Include as many church-related actions as possible; such as, fold hands in prayer, point to Heaven, touch a friend, smile. For older children, make the game a little more complex by telling them to do the same types of actions whenever you mention someone that God wants us to obey; for example, mother says, father says, teacher says, minister says.

"Children, Obey Your Parents" — Lillenas
 "The Old-Time Religion"

COORDINATING SONGS

"My Family" — Lillenas

SUPPORT MATERIAL

Obedience — by Jane Belk Moncure, Gospel Publishing House
 My Church — Classroom coloring book, 8 each of 6 pictures, Standard Publishing
 Going to Church — Dot-to-dot Coloring Book, Standard Publishing

MEMORY VERSE SONG

Honour thy fa - ther and thy mo - ther. Honour thy fa - ther and thy mo - ther. Honour thy fa - ther
 and thy mo - ther. Ex-o-dus twen - ty: twelve.

MEMORY VERSE VISUALIZED

