

Let's Do It God's Way

Lesson 22a — Cain and Abel

Lesson 22b — Jonah

Lesson 22c — Honoring Our Fathers

Lesson 22d — Naaman

OVERVIEW

The title of this unit — “Let’s Do It God’s Way” — is an excellent summary of the concept we would like to impress upon the children in our Sunday school this month. In each of the four lessons studied, the importance and the positive benefits of obeying God’s instructions will be emphasized.

By carefully studying the examples of the first two Bible stories used as text, the children should be able to see that following our own way, no matter how logical it seems, will only spell disaster if it is contrary to what God has commanded. Disobedience to God always brings trouble, and this should be clearly brought out in the stories of Cain and of Jonah.

The first lesson, that of Cain and Abel, contrasts the way the two brothers responded to God’s instructions concerning bringing an offering. In this lesson, we will not go into murder, anger, envy, or any of the other aspects of this story, but will focus on the importance of doing things exactly as God says to do them. Cain’s offering was unacceptable because it was not done according to God’s command.

The story of Jonah, our second lesson of the month, is a familiar one to many children, and it is an exciting narrative which is sure to appeal to the imaginations of your little ones. Be careful, however, not to get so absorbed in the dramatics of the story that the main point

is lost — that all this trouble came upon Jonah because he disobeyed God. It would be good to focus on the fact that when Jonah **did** repent and do as God had instructed, the blessing of the Lord was on his ministry.

The third Sunday of this month is Father’s Day, and this gives us a good opportunity to bring the thought of obedience down on a level your students can easily identify with. Though they have never offered sacrifices like Cain did, or been commanded to preach to a city of heathens as Jonah was, they have been commanded to obey their parents. While speaking of ways we can honor our fathers, obedience is a natural inclusion.

Our final lesson in this unit is another familiar story, but again with a slightly different approach than the one that is often taken. As you tell the story of Naaman, the major emphasis will not be on the witness of the little maid, as it often is. Rather, we will be zeroing in on the importance of obeying God’s command even if we don’t understand it. Naaman did not understand what good it would do him to wash in the muddy waters of the Jordan, but he obeyed, and because he did he received healing for the terrible disease on his body.

The memory verses for this unit tie directly with the overall theme. Encourage your students to learn them and review them week by week as you go through the unit.

GAMES FOR REVIEW

Cut out a series of footprints. On each print, write one word from the verse, making a print for each word. Place the footprint on the ground, slightly scrambled and not too far apart. Let each child have a chance to work his way through the verses. For extra interest, time the children and note how quickly they make it through all four verses.

Use the game board for “God’s Way Concentration” (see Patterns). Two children or two teams may play the game. Cover each square with a piece of construction paper exactly the size of the square. Children take turns removing two squares to reveal two spaces. If the two match, the child keeps the two pieces of paper and the next player takes a turn. The game continues until all the squares are revealed. The child or team holding the most squares of paper is the winner.

Cut a sheet of butcher paper approximately 4 feet long. Select several questions from each of the lessons in this unit and write them in circles which you have drawn on the butcher paper — one question per circle. Tape the paper on the floor and let the children take turns tossing a bean bag into a circle. They must answer the question in the circle where their bean bag lands. If they answer correctly, draw a red X through that circle. When all the circles are marked the game is over.

CONTEST IDEAS

Start a paper chain contest between the classes or individual students. Use a different color for each lesson in the unit. Each link of the chain represents a different thing; attendance, memory verse, missionary, etc. The winner is the class or student who has the most links at the end of the unit.

Use the obedience puzzle for your unit contest (see Patterns) — one puzzle per student. Decide which areas you want involved in the contest — attendance, memory verse, missionary, etc., and cut each puzzle into the correct number of pieces. If you decide to use two areas cut the puzzle in eight pieces; if you decide to use three areas cut the puzzle into twelve pieces, etc. (Keep each child's puzzle pieces in a separate envelope.) Each week give the students the amount of puzzle pieces they earned for that Sunday. See how many students can complete their puzzle.

Each week, before class time, give the children a set of cards that have a different word of the memory verse on each card — eight cards the first week, ten cards the second week, seven cards the third week, and eleven cards the fourth week. (If you want to include the reference add one more card to each week.) At the end of your class time on the last week, give the children their four complete sets, give them a designated time (perhaps 3-5 minutes), and let them assemble all four verses. You will probably have more than one winner so be prepared.

BULLETIN BOARDS

Title your board **PACKING FOR VACATION? DON'T FORGET TO TAKE. . . .** Add to the board pictures or cutouts of things the students will use during the summer. Also pin up things such as a picture of Jesus, Sunday school lesson sheets, and Bible.

Title your board **SAILING INTO SUMMER WITH**

JESUS. Make waves out of blue paper, boat out of butcher paper, and sails out of white paper. Don't forget to name your boat; for example, **SS Heaven Bound.**

Feature a train engine with four cars on your bulletin board. (See Patterns.) Across the top, put the words "This Train Is Bound for Heaven!" On the engine, write the words "Obedience Train." On each car write the memory verse for the week.

For this bulletin board you will need the help of your class. Using any color for a background, title your board, "Let's Do It God's Way — Together!" Make an outline of the church (see Patterns). Write the names of your students on different parts of the church. Then cut the church into pieces — one name per piece. Mail one piece to each student and stress the importance of bringing it back with them the next Sunday. When all pieces are accounted for and the church is put together on the board it will give a feeling of completeness — unity. That is doing it God's way — with unity.

UNIT SONGS

"Wise Man and Foolish Man"

"The Lord's Army"

"Trust and Obey"

"Faith of Our Fathers"

CHART IDEAS

To go along with the "sailing" board you could use sailboats for charts. Write the memory verse across the top of the charts. You could decorate the department with anchors and other boating paraphernalia. Make sunglasses out of brightly colored paper.

Use the poem chart for this unit (see Patterns). Each Sunday the children add the appropriate symbol to their chart.

Let each child make a symbols mobile (see Patterns). Thread a 20-inch piece of yarn into one straw and a 24-inch piece into another straw. Stagger the yarn so there is a different length at each end. Put the two straws together in an X and staple them in the center. Each week tie a different symbol on one of the pieces of yarn.

UNIT SUPPORT MATERIAL

Miracles of the Old Testament — Classroom Activity Book, 8 each of 6 pictures, Standard Publishing

TEXT Genesis 4:1-7

OBJECTIVE The students will be able to explain how Abel obeyed God and Cain disobeyed God. (Note to teachers: Do not cover murder, anger, envy, etc.)

MEMORY VERSE We ought to obey God rather than men. — Acts 5:29

Cain and Abel

MEMORY VERSE IN ACTION

WE OUGHT — With right index finger point to right shoulder then left shoulder.

TO OBEY — Open palms; left palm facing body and right finger-tips touching forehead; move hands out and down slightly.

GOD — Point up.

RATHER THAN MEN — Point to self.

Acts 5:29

MEMORY VERSE VISUALIZED

Cut apart into sections the forms of two children looking at each other, on which portions of the verse have been written. (See pattern at the end of this lesson.) Place the pieces one at a time on your display board, as the students learn the verse.

BIBLE LESSON OUTLINE

Introduction: Open your class session using an adaptation of the In-Class Activity using two lunch sacks, one filled with things you asked to be put in the sack, and the other filled with substitutes for the requested items. Use this demonstration to lead into the lesson, telling your students that the story today is about two young men — one who obeyed instructions from God, and one who did not.

1. Adam and Eve had two children, Cain and Abel. Abel was a shepherd and Cain a farmer.

2. Each of the two men brought an offering to the Lord.

3. Abel's offering was accepted by the Lord, but Cain's was not.

Conclusion: Cain's offering was refused because he did not bring the offering God required.

Response: The students should be able to use the example of Cain and Abel to explain why it is important to do whatever God commands exactly as He has instructed.

BACKGROUND INFORMATION

The account in Genesis 4:1-7 is the first record of man's attempt to worship God. It states that the Lord "had respect" for Abel and his offering, but "had not re-

spect" for Cain and his offering. Some have suggested the difference was that Cain failed to perform the proper ritual or that Abel's was a blood sacrifice while Cain's was not. While there is validity to all this reasoning, the writer of Hebrews clearly states the real reason for God's acceptance of Abel's offering and rejection of Cain's. Hebrews 11:4 states "By faith Abel offered unto God a more excellent sacrifice than Cain. . . ." No doubt God had revealed to these young men the correct method and the proper type of sacrifice to bring, but it was Abel's faith and humble spirit of obedience that made the difference. "God resisteth the proud, but giveth grace unto the humble" (James 4:6). "Without faith it is impossible to please him" (Hebrews 11:6). The account of the publican's and Pharisee's praying in the Temple is another clear example of God's acceptance of one and rejection of another because of the attitude of the heart. Luke 18:9-14

IN-CLASS ACTIVITIES

Bring two boy dolls to class along with some fruit, vegetables (apples, fresh corn) and lambs to show what they did for a living. Show what one boy brought for an offering and what the other brought. One pleased the Lord and the other did not because God could see what was in their hearts. At this time you could have two big hearts — one spotted black with jealousy and disobedience to God and the other one clean with love and obedience to God. Tell how God can always see what is in our hearts. Even when we think we are fooling Him, He still knows what is going on in our lives.

Cut out two triangles. Mount them on light cardboard or construction paper. Cut one into pieces to fit into the large triangle (see Patterns). Write one word of the memory verse in the proper order on each piece. Let the students try to put the puzzle together.

Use the stand-up figures of Cain, Abel, fire and altar, lamb, and produce offering (see Patterns) to visualize this story for your students.

Make a set of Bible shields for your class (see Patterns). On each shield write a Bible verse giving a sim-

ple command to children such as, “Children obey your parents,” “Thou shalt not steal,” etc. Pass out one shield to each student. Then present some hypothetical situations a child might face in which he would be tempted to do wrong. Let the child who has the appropriate shield hold it up and read the verse aloud to the rest of the class. Talk about how God’s Word tells us what God wants us to do, and we can use it as a shield against wrong suggestions.

Make two pocket hearts from felt or other material, and put in a zipper opening. Glue features onto the hearts, cut from felt, making one a sad heart and one a happy heart. For this lesson, put slips of paper in the happy heart with reasons why we should do things God’s way, and in the sad heart excuses that people might use for doing things their own way. After telling the story of Cain and Abel, use these hearts to make the lesson real on their own level.

Take two lunch sacks to class. Explain that you instructed the lunch maker to put in a sandwich, an apple, and a candy bar. Talk about how hungry you are for something to eat, and explain that you had two lunches packed so you would have something to share with them. Open the first sack and take out the designated items. Then open the second sack into which was put a small book instead of a sandwich, a potato instead of an apple, and a comb instead of a candy bar. Your group will readily see that these items are not acceptable substitutes. Point out that there is nothing wrong with the book, the potato, or the comb, but they are not what you asked for. In the same way, there was nothing wrong with the produce Cain brought, but it was not what God asked for.

QUESTIONS

What was special about Abel’s offering? Why did God like it?

Why didn’t God like Cain’s offering?

Why did Abel give God the first lambs that were born?

Explain what an offering is.

Do you think that both Cain and Abel could have given God good offerings? How?

How do you know what God wants you to do?

How do you feel when you obey? When you disobey?

What do you think God would like best from every child?

Do you think that Adam and Eve might have taught

Cain and Abel the right way to make an offering to God? What are some things your parents teach you about serving God?

PRESCHOOL SUGGESTIONS

Make a shoe box room and pipe cleaner people. For furniture, use empty thread spools, thimbles, tiny boxes, little baskets, caps from different sized bottles (perfumes, etc.), and other such items. Use these to depict the very first family. Tell how Cain and Abel both heard about God and knew what God wanted them to do.

Use dolls dressed in current-day attire to portray situations where children might be tempted to do wrong. Some possible situations to portray: one child encouraging another to be naughty in Sunday school, a child suggesting that they not mind their preschool teacher, a child saying to a friend that the two of them should not be friendly to another child. In each case talk about what God wants us to do, and how we should always obey God.

Give each child a stick puppet with a happy face on one side and a sad face on the other. As you describe the way we feel when we obey God, let them hold up the happy face. As you talk about how we feel when we disobey, they should hold up the sad face.

Make round sugar cookies. Make a happy face on each cookie, with icing. Explain to your little ones that this is how we feel when we mind God.

Play a simplified version of Simon Says with your class to make sure they understand what the word *obey* means. When they do what you tell them to do, compliment them, using the words, “That’s good, Tommy. You obeyed Teacher when you put your hands on your head like I told you to.”

REVIEW IDEAS

Put on a skit using two volunteers to assist you in your presentation. Explain to your group that you are going to give both of the volunteers the same set of instructions — they are going to make a cake, or do some other activity of your choosing. Give the instructions step by step. As you do, have signs held up by (or beside) each volunteer showing what they are thinking about the directions you give. (Why do I need two eggs? I think I will skip adding the flour. I’ll put in one cup of salt instead.) Let your group decide which cake is going to turn out right, and why.

Make two large arrow signposts the visual focus of your review. On one print the word OBEY. On the other print the word DISOBEY. Draw attention to the fact that these two words point to opposite directions. We can-

not follow the arrow marked DISOBEY and still be going the direction God wants us to go. When God tells us to do something, we make a decision about which way we will go. Cain made one decision, Abel another. Which one will we make? Make posters representing Heaven and Hell to illustrate eventual destinations.

Give this pocket apron review (see Patterns). Choose two children and let them each take a card from the Traffic Light pocket. Have them read the good and bad results of the situation given. Choose two more children to take cards from the School Test pocket, etc. Explain

how obedience always has good results. Rules are given for a variety of reasons. The results are not always obvious at the time but they will show up eventually. Cain's farm products weren't of poor quality but they were not what God required. The lamb sacrifice was for a reason — it looked ahead to Jesus. We should give what Jesus wants us to give — obey and give with love. Then the blessings will come.

SUPPORT MATERIAL

Creation to Abram — Pict-o-graph, Standard Publishing

MEMORY VERSE SONG



We ought to o - bey God rather than men. We ought to o - bey God rather than men. We ought to o - bey God rather than men. Acts five:twenty nine.

MEMORY VERSE VISUALIZED



TEXT Jonah 1,2,3

OBJECTIVE The students will be able to explain that when God asks us to do something for Him it is in our best interest to do it! We should do it or we will be sorry.

MEMORY VERSE If a man love me, he will keep my words. — John 14:23

Jonah

MEMORY VERSE IN ACTION

IF A MAN — Point to self.

LOVE ME — Cross fists over heart.

HE WILL KEEP — Cup hands, palms down, move side to side.

MY WORDS — Hold left side of extended right index finger in front of lips and rotate in small circle away from body.

John 14:23

MEMORY VERSE VISUALIZED

A child reading the Bible is the visual depiction of our memory verse for this week. (See pattern at the end of this lesson.) Cut apart the sections as indicated by the heavy black lines, and post the pieces on your board one at a time as the students recite that portion of the verse.

BIBLE LESSON OUTLINE

Introduction: The giant fish which swallowed Jonah has always excited the imaginations of children, and some tangible portrayal of it would be an appropriate visual opener for this lesson. Patterns are given for several possibilities. Consider a large stuffed fish, the powder puff fish, or the paper fish suggested under In-Class Activities or Preschool suggestions. Before you begin your narrative, explain to your class that today your story is about how God used a big fish to help one man learn the importance of obedience.

1. God called Jonah to go to Nineveh and tell the people there to repent, but he refused and boarded a ship to Tarshish instead.
2. God sent a storm, and when it was revealed that Jonah was the cause of the storm, he was thrown overboard and swallowed by a giant fish.
3. Jonah repented while in the whale's belly, and after three days and nights the whale vomited him out on the shore.
4. The call came again to Jonah to go to Nineveh and this time he obeyed.

Climax: Jonah sounded the warning of God in the city of Nineveh, and the whole city repented of their evil ways.

Conclusion: It would have been much better for Jonah if he would have obeyed God and gone to Nineveh when God first commanded.

Response: The students should be able to relate the drastic methods God had to use to help Jonah see the importance of obedience, and will be able to understand that if they want God's blessing on their lives they must be obedient to His call.

BACKGROUND INFORMATION

Nineveh was the capital city of Assyria. According to Genesis 10:11, Ashur the son of Shem, left the land of Shinar and built the city of Nineveh and several others. He was later worshipped by the Assyrians as their chief God. The nation became very idolatrous and their wickedness came up before God.

Jonah was a prophet during the reign of Jereboam II, son of Joash, King of Israel. He was called a servant of God and made a prophecy that came to pass concerning Israel (II Kings 14:25). However, when God called him to go Nineveh and cry against that wicked city, he paid his fare to go to Tarshish, a city thought to have been in southern Spain. It would appear that he was trying to put as much distance as possible between himself and Nineveh. As a prophet, could he have foreseen the destruction of Israel by the Assyrians? In any event, God stopped him in his flight and returned him to his starting point in a rather unique manner. After this Jonah was willing to do as God bid him do.

IN-CLASS ACTIVITIES

Let the children make powder puff fish (see Patterns). You will need two powder puffs — single thickness — for each child. Cut out enough fins and tails from felt for each child. Supply buttons for eyes.

Sandpaper pictures are fun and attractive. Here is an easy procedure for your classroom. Give each child a sheet of sandpaper, some colored chalk, and a small dish of water. Have them dampen the chalk and draw on the sandpaper what they think the whale looked like.

Let your class draw a mural of the story of Jonah.

Cover a bulletin board with butcher paper. Divide the paper into about six sections (depending on the number of scenes you wish drawn). The scenes could include: God speaking to Jonah, the ship to Tarshish, the storm, the great fish, Jonah safe on land, the people repenting. Make sure the scenes are depicted in the correct order. The mural could be drawn with crayons, marking pens, chalk, or even paper cutouts. You might prefer to have each student make a small version of these scenes on 8 1/2" x 11" paper that has been divided into six sections.

Let each student make a paper sailboat and fish (see Patterns). They can use the two figures to tell the story of Jonah.

QUESTIONS

For what reason was Jonah going to Tarshish?

Why should he have gone to Nineveh?

Who caused the big wind on the sea? Why?

What was Jonah doing during the storm? What did the seamen want him to do?

What happened to Jonah? To the sea? To the ship?

Why didn't Jonah die inside the whale? What did he do while there?

How could Jonah have escaped all these problems?

Can you tell of some time when you didn't do as you were told and you got into trouble?

PRESCHOOL SUGGESTION

Give each child a copy of the whale picture (see Patterns). Let the children draw Jonah inside the whale.

For each child, make a fish with a pocket in the back to hold Jonah (see Patterns). Cut out the three pieces for the fish — front, back, and pocket. (Use quilted fabric for the front and a lighter fabric for the back and pocket.) Sew a finished hem in the pocket edge and sew on a button eye. To assemble, lay the front right side up on a table, lay the pocket right side down (so the right sides are together), then lay the back right side down on top of this. Sew on the stitching lines, leaving a four-inch opening at the bottom. Turn right side out and sew the opening shut. There will be a pocket into which you can put Jonah. For Jonah, use a small doll or sew a small gingerbread-shaped man.

Use a simple set of props (Jonah, boat, fish) made from construction paper to illustrate the story of Jonah (see

Patterns). You could also include clouds, lightning, and an arrow with the word NINEVEH on one side and TARSHISH on the other.

Make a large stuffed fish from cloth (see Patterns). Use this with a doll representing Jonah that you can put inside the fish at the appropriate time in your narrative. You may also cut strands of green and brown felt to represent seaweed, and small fish from gold or tan felt to put inside the fish.

On a large piece of construction paper draw circles to fill the page. On each one make a sad or crying face by adding simple features. Explain that this is the way the people of Nineveh felt because they didn't know about the true God.

REVIEW IDEAS

Inflate several balloons (as many as needed to complete the story). Before tying the ends insert a plastic "Jonah" figure (use only one) or a portion of the story summary (Jonah was swallowed by a big fish, God told Jonah to go to Nineveh, the people repented, etc.) into the balloons. Attach the balloons to a cork board. Choose different students to toss a dart, break a balloon, and recover contents. When all balloons are broken, have those students put their parts of the story in correct order. The student with the plastic Jonah should read the story aloud.

Give this fish puzzle review. Use a blue background on an easel and make the fish puzzle from gray (see Patterns). Copy the questions listed below onto the blue background. (You might want to draw an outline of the gray pattern on the blue background as a guide for your puzzle pieces.) Space them so they will be covered when you pin the puzzle pieces in place. Pin the puzzle pieces onto the background when the children correctly answer the true/false statements. When the puzzle is together, discuss with the children why the statement that is on the fish is true.

1. God told Jonah to go to Nineveh. — T
2. Jonah got on the boat going to Nineveh. — F
3. A great storm arose and scared the men. — T
4. Jonah was swallowed by a great turtle. — F
5. Jonah was inside the fish for a week. — F
6. Jonah went to Nineveh after he was out of the fish. — T
7. The people of Nineveh repented and loved God. — T

Use both the overhead projector and a student, as Jonah, to give this review (see Patterns). As you show each scene and tell the story, have Jonah go through the motions. This means you will have to show the scenes on a wall or a screen that is close to the floor.

(HINT: Use the color of transparencies suggested next to the numbers and it will add more excitement to your production.) Start with the map (No. 1 — green) of the Middle East and show where Jonah lived when God talked to him, where he was to go (Nineveh), and where he did go (Joppa — Tarshish). Next show the sea and port (No. 2 — blue) where he bought his ticket (let Jonah buy the ticket from you). Then show the ship (No. 3 — blue) (he can walk around and then lie down to sleep). Next show the storm by moving the transparency to give the feeling of a boat rocking. The next frame is of the frightened men (No. 4 — green) tossing things overboard (use small squares of paper and scatter them on the transparency to look like boxes being tossed off the ship). Then wake Jonah and throw him into the water (No. 5 — blue) (he should hold his arms above his head and wiggle as he sinks to the floor). He should show fear as he is swallowed by a great fish

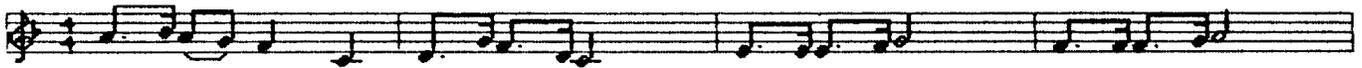
(No. 6 — red). As he kneels inside the fish put some “seaweed” on him. The next scene is the shoreline (No. 7 — yellow) after he has been expelled by the fish. Last of all, show the arrow pointing to Nineveh (No. 8 — yellow). As Jonah points his finger and “preaches” add the overlay of the smiling faces to show they repented.

Build your review around the phrase “Are you a Jonah?” Mention several things the Lord might ask the students to do. After each situation, repeat the phrase, “Jonah said No. Are you a Jonah?”

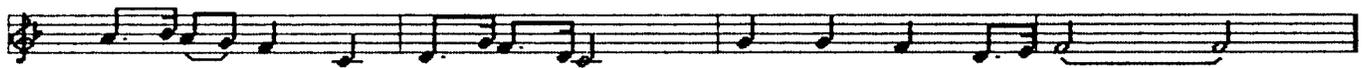
SUPPORT MATERIAL

Jonah’s Journey — Game, Standard Publishing
 Return of God’s People — Book, Augsburg
 Jonah and the Big Fish — Palm Tree Book, Concordia
 The Man Caught by a Fish — Arch Book, Concordia

MEMORY VERSE SONG

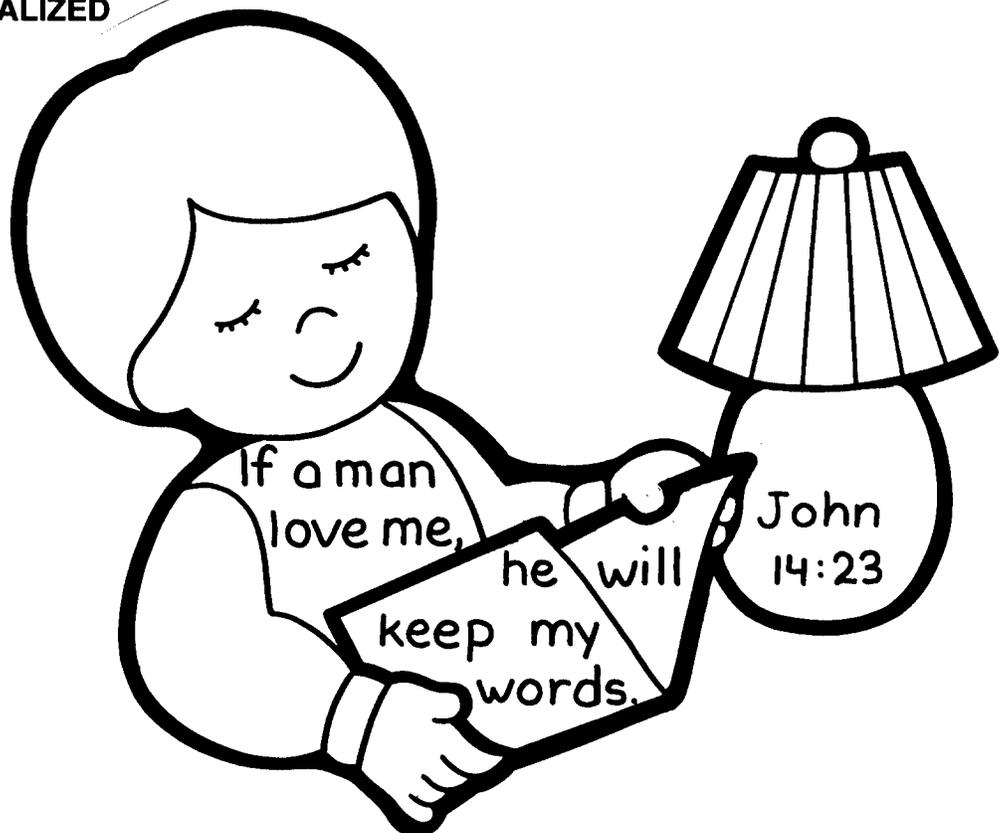


If a man love me, he will keep my words. He will keep my words, he will keep my words.



If a man love me, he will keep my words. John four - teen: twen-ty three.

MEMORY VERSE VISUALIZED



TEXT Ephesians 6:1-4; Proverbs 1:8

OBJECTIVE The students will be able to explain that God expects us to honor and obey our parents.

MEMORY VERSE Children, obey your parents in all things. — Colossians 3:20

Honoring Our Fathers

MEMORY VERSE IN ACTION

CHILDREN — Right palm down, hold hand out showing how tall a child is.

OBEY — Open palms, left palm facing body and right finger-tips touching forehead; move hands out and down slightly.

YOUR PARENTS — Hold right hand above head, palm down to show height of parents.

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

MEMORY VERSE VISUALIZED

This week's visualization of the memory verse to be learned shows a child helping his father. (See pattern at the end of this lesson.) Cut the picture into the sections indicated by the heavy black lines. Put these pieces on your display board one at a time, as the students study the verse.

BIBLE LESSON OUTLINE

Introduction: To open your class session, bring a photograph of yourself with your father, or if possible ask your father to come to your class for a short visit with your students. As you introduce your father or show the picture, explain to your class that this man has played a very important part in your life. Tell some of the things he did for you or taught you during your childhood. Then explain that since today is Father's Day, you are going to look together into the Bible to find out what it has to say about children and their fathers.

1. Children are commanded to honor and obey their parents. They will be blessed if they do so.
2. Discuss the meaning of the word *honor*.
3. Discuss the meaning of the word *obey*.
4. Fathers are not to provoke their children to wrath, but should teach them the Word of God.

Climax: God promises long life and blessings to the obedient child.

Conclusion: It will be very advantageous for children to conform to the Word of God and be obedient to their parents.

Response: The students will be able to explain what it means to honor and obey, and will be able to tell why it is important to do so.

BACKGROUND INFORMATION

The family is the divinely ordained institution upon which all society rests. The Fifth Commandment (Exodus 20:12) "Honour thy father and thy mother: that thy days may be long upon the land which the LORD thy God giveth thee," is the first Commandment with a promise. The promise is not only for long life to the individual who obeys it but also, by inference, a promise to the Jewish nation of a long existence in the Promised Land if only they would honor their parents.

When society forgets to honor their parents, especially those who stood for godly principles, they are inviting God's divine judgment. Romans 1:30; II Timothy 3:2

The word *honor* implies "high regard, care for, respect for, and obedience." Since we are born into this world with a sinful nature, the natural tendency is to rebel. God expects parents to teach obedience and submission in the home. The child who will honor his father and mother and be subject to his parents will have a much easier time submitting to the authority of church, school, military, or any form of government restriction.

IN-CLASS ACTIVITIES

Have a collection of pictures or silhouettes of famous men such as George Washington and others of that era. Explain how our country honors them for what they did to establish our country. They are the "fathers" of our country. Stress how we need to show our father that same honor and respect.

Have pictures of fathers doing things for the family, children, job. Tell how they work for us, and we need to show them respect and help them in any way that we can.

For each child, draw a series of **HAPPY FACES** on a sheet of paper. Under each face have a line on which the children may write or draw the different things their father does to make them glad or to have fun.

Bring your father to class with you and introduce him to your class. Or you might like to show a picture of your-

self with your father. Children like to know about the personal life of their teachers. Think up incidents from your past which have to do with you and your father.

QUESTIONS

Name some important things that God expects fathers to teach their children when they are young.

Where do fathers and mothers get their instructions on what is right and what is wrong?

God is our heavenly Father; how can we best honor Him?

What would the world be like if children didn't have parents to guide them? Would you know when to go to bed or would you stay up all night? Would you eat vegetables or would you live mostly on peanut butter and jelly sandwiches? Would you go to school or head for the neighborhood park each morning?

List some ways we can show our fathers that we are thankful for them.

What does the Bible promise us if we obey our parents?

Is it always easy to obey? Why or why not?

Tell what happened one time when you obeyed your parents.

Tell what happened one time when you didn't obey your parents.

PRESCHOOL SUGGESTIONS

ON FATHER'S DAY

I have a daddy, big and strong,
(Throw back shoulders and pat chest.)

Who works for us the whole day long.
(Imitate father's work.)

He always knows a game that's fun;
(Imitate any game played with Dad.)

He reads to us when day is done.
(Use hands to make open book.)

NOTES

I'd like to bow my head and pray:

(Bow head and fold hands.)

God bless my daddy every day.

Pre-plan a number of things you can ask your students to do for you in class; for example, pass out stickers, pick up dropped item, sit in a certain place. Compliment each child on the way he obeyed you and draw it to the attention of the class. Be sure that you have one activity planned for each child.

Prepare a space on one of your bulletin boards or walls. Let each child draw a picture of his/her daddy, and write on it whose daddy it is; for example, "Tommy's daddy" or "Susie's daddy." Post all of their drawings on your board under the caption, WE LOVE OUR DADDIES. (Note to teachers: Be sure that each of the children in your class does have a daddy with whom they are in contact.)

REVIEW IDEAS

Bring in three generations of a family to give their testimonies. Ask them to stress the points that bring out the importance of honoring and obeying their parents, and following a good parental example.

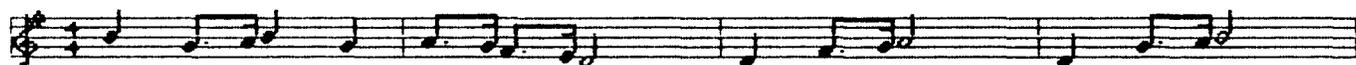
With the help of your entire group, compose an acrostic using the letters in the word "father."

Invite four fathers with markedly different appearances to assist you in your review. Point out that fathers come in all shapes and sizes. As you introduce each father say, "Some fathers are tall and thin," or "Some fathers have dark brown hair." Have each father carry a large letter turned so the audience cannot see it. When all four fathers are standing in front of the group, tell the students that whatever their father looks like there is one thing God wants us to do in our relationship with them. When the fathers turn over the letters, they should spell the word OBEY.

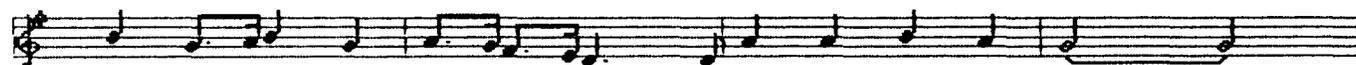
SUPPORT MATERIAL

I'm Glad I'm Your Dad — Happy Day Book, Standard Publishing

MEMORY VERSE SONG



Child - ren obey your parents in all things. Child - ren obey. Child - ren obey.



Child - ren obey your parents in all things. Colos - sians three: twen - ty.

MEMORY VERSE VISUALIZED



TEXT II Kings 5:1-14

OBJECTIVE The students will be able to retell the story of Naaman, bringing out the point that God's ways must be obeyed even if they are not understood.

MEMORY VERSE Ye are my friends, if ye do whatsoever I command you.
— John 15:14

Naaman

MEMORY VERSE IN ACTION

YE ARE — Point to some people.

MY FRIENDS — Right hand shakes with left hand.

IF YE DO WHATSOEVER — Cup hands, palms down, move side to side.

I COMMAND YOU — Touch right index finger to lips, forcefully move finger away from body.

MEMORY VERSE VISUALIZED

Jesus with a group of small children will be the portrayal for our memory verse this week. (See pattern at the end of this lesson.) Cut the picture apart on the heavy black lines, and assemble it with your students piece by piece as the verse is learned.

BIBLE LESSON OUTLINE

Introduction: For your class opener bring two jars of water, one clear and one dirty, as described under Pre-school Suggestions. Tell the students that your Bible lesson for today is about a man who was told to go wash in muddy water. Why was he to do this? Wouldn't it have made more sense to wash in clean water? Naaman found it was to his great benefit to obey God, even though he didn't understand the meaning of the instructions.

1. Naaman was a captain of the Syrian army, but he had leprosy.
2. A little captive servant girl told Naaman's wife that the prophet of God in Samaria could heal Naaman of his leprosy.
3. Naaman went first to the king of Israel, who was distressed because he knew he had no ability to heal Naaman.
4. Elisha heard of the situation and sent word that Naaman should come to him. When Naaman came, Elisha sent his servant to tell him to wash in the Jordan River seven times in order to receive his healing.
5. Naaman was angry and not inclined to wash in muddy Jordan, but his servants persuaded him to do as he had been instructed.

Climax: When Naaman finally obeyed the words of Elisha and washed seven times, the disease disappeared from his body.

Conclusion: Naaman received the desire of his heart because he obeyed the instructions of the man of God, even though he did not understand them.

Response: The students will be able to describe Naaman's actions which brought about his eventual healing, and will be able to tell why it is important for us to obey the instructions of God even if they are not understood.

BACKGROUND INFORMATION

King Ahab had concluded a treaty with Ben-hadad, king of Syria, several years before this incident (I Kings 20:34); however, several minor border skirmishes continued. Naaman was the commander of the Syrian army which had made these incursions into Israelite territory. The attitude of the young Israelite slave girl stands in stark contrast to that of the wicked king of Israel who seemingly knew nothing of the power of God. (Compare II Kings 5:3 with II Kings 5:7.) Although Naaman was an enemy of Israel, in his desperate situation he believed the slave girl and sought help from the prophet of Israel.

Although Naaman had expected to be healed by some magical formula of a prophet rather than by the power of God through simple obedience to His commands, nevertheless, Naaman eventually did show humility by listening to his servants and obeying Elisha's instructions. Jesus used this incident as an example to show the religious leaders of His day that God was not looking for people who were ethnically or religiously pure, but for people who would exercise simple faith and obedience. Luke 4:27

IN-CLASS ACTIVITIES

Start out the class time by telling the story of Naaman's having leprosy and how the maiden told him of someone who could heal him. The prophet said Naaman would be healed if he obeyed the command of God by dipping into the river Jordan seven times. Have some muddy water in a plastic tub in the classroom. Use this to show the children how the captain felt about doing something as silly as dipping seven times into this dirty

water. Even though he felt silly, he wanted to be healed. So he went ahead and dipped and was healed because he obeyed God's words.

Do a simple game of "Simon Says" in class using quiet things such as: Put your hand on your head; close your eyes. If the children disobey and do an action that Simon did not say to do, they are out of the game. Reward the followers after a short time of playing, explaining that although they did not know why they were to do the things, they still needed to follow directions to stay in the game.

As the teacher tells and acts out the story, use tongue-depressor puppets. Use each dip to reinforce that Naaman didn't know why God had said to dip seven times but he did it anyway.

Birds fly south in the winter because God has instructed them to fly south. Ask the children if they know why God has the birds do this. Most will understand that they do it to live through the cold winter months. Explain that the birds do not know this, but they go south just the same. Children need to take a lesson from the animals, and obey even when they do not understand why. Bears in hibernation could also be used, as examples, as could any other animal that hibernates for the winter.

QUESTIONS

To whom did the king of Syria send Naaman? Why?

How did the king of Israel react to the letter Naaman brought?

What did Elisha suggest to the king?

What was Elisha's message to Naaman?

How did Naaman react to Elisha's suggestion? How do you think you would react?

Was it the water of Jordan that healed Naaman's leprosy? Explain.

How important is it to obey God? Obey our ministers? Parents? Explain.

From whom did Naaman learn about the prophet in Samaria?

Why do you think Naaman believed what the little maid said?

PRESCHOOL SUGGESTIONS

Give each child a Naaman paper doll (see Patterns) which you have completed before class. To make: cut

out the before and after poses of Naaman and glue them back-to-back. Also, make a pocket of water from blue construction paper for each child. As you tell the story in class let the children dip their sad Naaman into the water. When they have dipped seven times they can turn Naaman over to see that God had made him well because he obeyed.

Arrange a large piece of blue material (a blue sheet would be perfect) over the backs of two or three of your small Sunday school chairs that are set in a row. Explain to your class that this is the Jordan River where Naaman was told to go and wash. Let each child take a turn pretending to be Naaman. Sprinkle a little talcum powder on their arms and tell them that Naaman's leprosy looked something like that on his skin. Let them dip down behind the blue-draped chairs seven times while the rest of the class counts. On the seventh time, wipe the powder off their arms before they stand back up.

Bring two jars of water, one clear and one dirty. Ask your students which one they would want to take a bath in. Explain that this was why Naaman didn't want to do as God's helper had told him to do.

Give each child a copy of the picture divided in half, showing two rivers (see Patterns). Let them color one side blue, the other side brown.

REVIEW IDEAS

Use a real person to be the captain. In time for it to dry before the class, cover his hands, arms, and face with Kleenex tissues and spray with water. It will dry rumpled and rough looking, not very pretty at all. Place him behind a brown blanket which portrays the muddy river. As the person dips into the river (behind the blanket), he comes up the same, six times. At the last dip he removes all the tissue. You could have him walk around the classroom before and after the review to show his condition.

Impress on the children the importance of doing things according to the rules. Use a large flannel board and show them the face (7 pieces), the house (6 pieces), the minutes "egg" (5 pieces), and the square (4 pieces), (see Patterns). These pieces should be cut from felt. Start your review with the large circle of the face and add one piece at a time as you count up to seven. Next build the house with its six parts. Then "cook" the egg for five minutes. Last of all make the square with four lines. Remove one piece from each of the projects to show the children what the results would have been if you had not gone by the rules and finished each thing. The face would possibly not have a nose, or the house a door, the egg would not have been cooked enough, and the square might have ended up a triangle. Com-

pare this to Naaman's dip in the Jordan River. If he had stopped after the sixth time, the results would not have been the same. If you want God's best for you, follow His rules.

Have a volunteer come up and do a repeated task (preferably to be repeated seven times) in order to receive a specified reward. Have someone else encourage him to do it, reinforcing the thought of what the reward will

be. Compare this to Naaman's being told to wash in the Jordan seven times in order to receive his healing.

SUPPORT MATERIAL

Stories About Elijah and Elisha — Pict-o-graph, Standard Publishing
The Man Who Took Seven Baths — Arch Book, Concordia

MEMORY VERSE SONG



Ye are my friends, if ye do whatso - ev-er I command you. Ye are my friends. Ye are my friends.

MEMORY VERSE VISUALIZED

