

Adventure

5-7s

Leader's manual

AD12

Splendour to captivity

God's people after David

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How it works

How the sessions are structured

Bible passage: All sessions are Bible-focused

Aim

This is the 'big idea' to be taught during the session. It is child-oriented.

Outcomes

These statements break down the aim into 'do-able' chunks. There are generally only three, so that the leader can keep them in mind and check up later whether or not they were achieved. They are broken up into:

- knowledge – information, concepts, beliefs
- understanding – more personal ways of grasping the concepts in the session
- life application – ways of making links between knowledge and children's lives, and reflecting on what kind of change might happen in response to God's word.

Memory verse

This verse is usually based on the CEV Bible and will be taught during the session.

Notes

These notes for the leader give Bible context and background. There are hints regarding the theology of the passage, where it fits in salvation history and how it may properly be applied to both leader and child. There might also be comments about the management of the session content and special comments when needed about visual aids and activities.

Leader's prayer

This section links to the aim and outcomes, mentioning the way this session will actually call for a response from the child and make a difference in their lives.

Gear

A summary is given at the beginning of the session of all the equipment needed by the leader and when it will be used. Some items will be given as optional. The gear needed for the **Start up** and concluding **Activities** is given with the particular activity. Leaders should choose these in advance to ensure that they have all that is needed. It is advisable to try out any unfamiliar activity before the session to make sure it works.

Get ready

This section gives hints about important preparation to be done before the session starts.

Start up

During this time activities occur that introduce the theme, aim and ideas of the session. There may be a few activities to choose from. Each activity has a specific purpose.

Your choice of activities will often depend on the children in your group and the space available.

Chat time

This short section is when the activities are over and the leader and children reflect on what the activities were about and how they lead into the **Bible focus** time. This will often involve a few open-ended questions.

Bible focus

Links



Links are made with the previous sessions.



Connections with life are raised and the children are encouraged to discuss 'real life' situations they face. We will raise the issue here and it will be drawn to a conclusion during **Bringing it together**.

Teaching time

This is the body of the session. It involves teaching and learning activities. The story time has as its central focus the explanation of the Bible text in an age-appropriate way so that the aim of the session is reached. The activities ensure that all the session outcomes are achieved.

What the leader actually says to the children is presented in bold text. Directions to the leader are in normal type.

In this part of the session the children are helped to understand the Bible. Concepts and activities are designed to be age-appropriate. The activities are designed to reinforce this by enabling the teacher to revise the main concepts and test the children's recall.

Application is an important part of this section and it is done carefully, while being true to the passage and to the developmental needs of the children. *Adventure 5-7s* builds on what the child has learnt in *Serious play 3-5s* as well as at home and in school Religious Education classes. Foundations continue to be laid for further knowledge and understanding.

Regardless of the stage of their faith, they can be called on to respond and can be encouraged to know how God's word challenges them to love and trust Jesus as their Saviour and Lord.



This icon shows where in the session the Bible will be read to the children so they can listen to and interact with the word of God.



Music spot

Various songs, on readily available CDs, are suggested to link into the session and to provide a high-interest flow to the activities.

NOTE: Sometimes during **Bible focus** time there will be a special comment to the leader about an issue that may come up during the session.

Bringing it together

This section is really important. The leader is encouraged to allow enough time for this as connections are discussed that impact the children's lives.

There may be open-ended questions that encourage children to respond in their own terms. We are aiming for honest responses from the children.

The Memory verse is often taught during this part of the session.

Prayer

This will normally follow **Bringing it together** and allows time to pray for the issues highlighted by the children. Leaders will model prayer and also teach children how to pray – both for themselves and for others, and for the issues in the wider world.

Activities

After the more formal learning time the leader is encouraged to choose one or more of the activities included in each session as a way of reinforcing the main learning ideas. This also allows the children to interact with the adult leaders and their fellow group members. It provides time for the leader to talk informally with the children to hear their responses to the learning.

NOTE: The **Links** in each session help children to recall what they have already learnt. Leaders may wish to include a reflective session also.

Think about it

Here the leader is encouraged to think through issues that occurred in the session and reflect on possible strategies for the future.

Think ahead

This is a very brief indication of what the leader will need to plan ahead for next session. It may involve equipment, people and so on.

Unit introduction

Splendour to captivity

God's people after David

Unit aim

To encourage the children to appreciate that God is faithful to his promises in sending Jesus to be our Lord and Saviour in whom we can trust.

Unit outcomes

By the end of this unit the children will:

- know that God is faithful to his word and kept his promise that a king from David's family would rule forever
- know that Jesus, God's Son, is the one who would rule forever
- understand that some kings chose to obey God and live his way, but many kings chose their own way and worshipped false gods
- understand that God showed mercy by warning his people of the consequences of their ongoing sin
- appreciate that God shows forgiveness when we are truly sorry for our sin
- understand that Jesus came to die on the cross to pay for our sins
- appreciate that God wants us to trust Jesus and live his way.

Memory verses

Sessions 1–3

Do what the Lord your God commands and follow his teachings. **1 Kings 2:3a (CEV)**

Sessions 4–6

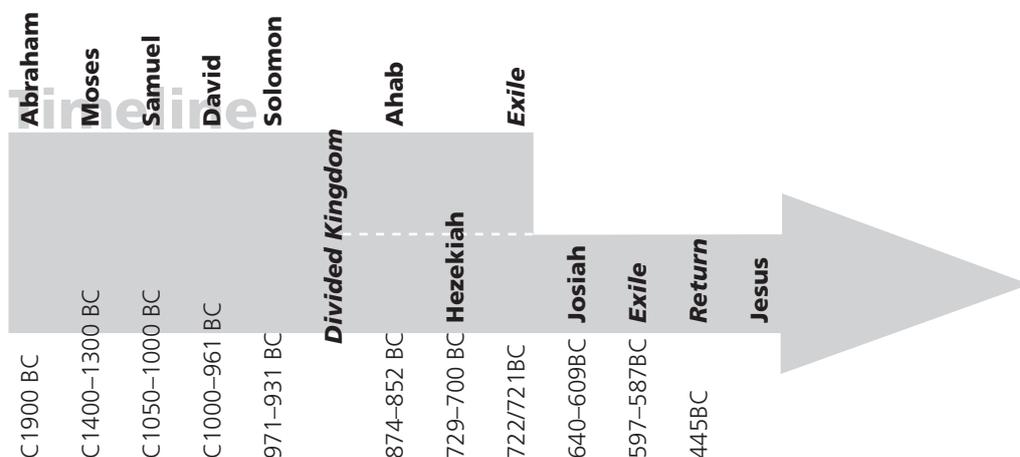
Make sure that you never forget the Lord or disobey his laws and teachings. **Deuteronomy 8:11a (CEV)**

Sessions 7–10

The Lord All-Powerful has made this promise: Everything I've planned will happen just as I said.

Isaiah 14:24 (CEV)

Where this fits in God's plan of salvation



We encourage the children to understand that Jesus is the 'centre-piece' of God's plan and that we can also be part of the plan by having faith in Jesus ourselves.

Notes

Bible background

These sessions deal with the history of Israel from the time of David (c.100–960 BC) to the capture of Jerusalem by the Babylonians in 587 BC. These sessions emphasise the obedience or disobedience of the individual kings to God's word and the effect this had on the spiritual lives of the people of Israel and Judah. This is expressed in the terms of doing things either 'Our way' or 'God's way'.

An underlying theme is God's promise that one of David's family would always be king (**2 Samuel 7:16**). These sessions highlight that God had a plan to save his people through Jesus, his Son. Other themes such as worship, trust, repentance, forgiveness and the consequences of disobedience are explored throughout this unit.

The first three sessions explore the life of Solomon. God chose Solomon to build the temple because he was a man of peace, unlike his father, David (**1 Chronicles 22:8–10**). At first Solomon followed his father's example, but his downfall came through his marriage to foreign wives who led him into idolatry. God had promised that Israel would no longer live in the land if the people worshipped foreign gods. Therefore Solomon's disobedience had far-reaching consequences (**1 Kings 9:6,7**).

Sessions 4 to 6 reveal the effects of Israel's apostasy. After Solomon's death, Israel was divided when the Northern tribes refused to come under the harsh rule of Rehoboam (**1 Kings 12:14**). Rehoboam was left to rule Judah, the Southern Kingdom.

God promised to establish the line of Jeroboam in Israel. This promise was conditional upon Jeroboam's obedience (**1 Kings 11:38**). However Jeroboam built shrines in Israel and instituted a non-levitical priesthood. He did this to keep the allegiance of his people who would still see the temple in Jerusalem as the centre of worship. This broke God's covenant with Jeroboam.

The line of kings in Judah and Israel is followed in these sessions. Israel had nine dynasties, whilst Judah had the single Davidic dynasty. Ahab's reign in Israel is explored and the children look closely at the events on Mount Carmel involving Elijah and the prophets of Baal (**1 Kings 18**).

Session 6 deals with Jezebel and Ahab's sin in their dealings with Naboth, the owner of a vineyard. The children are introduced to the concept of repentance as Ahab shows his sorrow when faced with the consequences of his sin. However Ahab lacked

commitment to God and once again fell into sin (**1 Kings 21:25–29**).

Sessions 7 and 8 explore the reign of Hezekiah and Josiah. God's faithfulness and trustworthiness are clearly seen in his dealings with these kings. Again, the concept of repentance and restoration is seen as Hezekiah repented of his pride (**2 Chronicles 32:25,26**). The discovery of *The Book of God's Law* during Josiah's reign leads to emphasis on the importance of God's word to his people, both then and now. Josiah was a great reformer and Judah turned back to God during his reign (**2 Kings 23:3**).

Following Josiah there was a succession of disobedient kings and the nation fell into idolatry yet again. The people ignored God despite continued warnings. God had said that the people would be taken from the land as a consequence of their sin (**2 Kings 20:16–18**). Session 9 examines the events that led to the fulfilment of this promise. The session also allows the children to realise that God's plan of saving his people through a king from the line of David had not been thwarted.

The final session reveals Jesus as the king in who all the promises of God are fulfilled. Some of these promises are looked at in detail to reinforce that Jesus was truly the one whom the prophets had spoken about (**Isaiah 7:14; Micah 5:2**).

Faith development

Children grow and develop physically, emotionally, cognitively and spiritually at different rates and in different ways. This unit aims to encourage growth in their relationship with Jesus, the Son of God. No matter what the stage of their faith development, they can be challenged to respond to God in Christ and to live in the way he wants us to.

Faith has been described as having four aspects: believing, imagining, trusting and doing. (See *Children Finding Faith* by Francis Bridger, SU, England, 2000, available from CEP.) Believing involves having faith in the truth of the gospel and a reliance on the promises of God in Christ. Imagining involves creatively exploring our beliefs. Trusting involves the relational side of faith. Doing is the way we act as an outworking of our faith. Children, like adults, benefit from learning approaches that involve exploring faith from each of these four aspects. These sessions have been written with this in mind.

Special features

The Leader's pack includes:

- the Leader's manual with ten sessions
- full-colour A2 **Our way/God's way display board**
- A3 sheet of 16 full-colour cut outs
- three, full-colour A3 Memory verse posters
- a set of photocopiable masters
- a sample of the full-colour A3 **Children's game board** and full-colour A4 sheet of game board pictures. Extra game posters may be purchased from CEP so that every child has their own copy to use each session. This can also be prepared to create a sample game board.
- a variety of visual aids and activities for each session.

The King's palace

A **King's palace** should be set up for this unit. Each session should begin in a part of your area away from the palace. After **Chat time**, a child should lead the group to the palace where the **Bible focus** and **Teaching time** will take place.

The **King's palace** could be set up in a variety of ways, such as a mural painted on large sheets of paper and attached to the wall. Cardboard boxes could be painted to resemble stone blocks. These could be stacked to make a low wall that your group sits near. Royal flags could be flown from the palace. These could be made from decorated paper or cloth attached to a length of curtain rod or dowel.

Each session you will need to prepare a number of flashcards with the names of the kings mentioned during **Bible focus** written on them. It is suggested that you make a crown from gold cardboard that the flashcards can be placed inside each session. The crown should be placed in the **King's palace**.

God's way/Our way display board

Each session the **God's way/Our way display board** should be displayed in the **King's palace**. There are also a number of cut outs that need to be prepared for each session. During **Teaching time** the leader will place the cut outs on the display board. When a king has followed God, his cut out will be moved to the 'God's way' side of the display board. When he has disobeyed God, his cut out will be moved to the 'Our way' side of the display board.

Rhyme

Each session there is a short rhyme. You may like to record the children saying the rhyme on an audio cassette or video tape. This can be played to the children in the last session or to the church family.

Children's components

The children's component is a game board. In the first nine sessions the children will receive a picture to cut out and paste onto their game board.

The game board is used as a means of reviewing facts and concepts that the children have learned during the unit. The leader may choose to prepare the sample of the **Children's game board** for the children to refer to throughout the unit. This is referred to as the **Leader's game board** in the sessions.

Activities

Children all learn in a variety of ways. *Adventure 5-7s* is for five to seven year olds who are beginner readers and actively learn through a range of activities. These have been selected to provide variety and to cater for the preferred learning styles of all children.

When choosing the activities you will include in each session, consider the number of children in your group, their individual skills and the space you have available. Try to encourage a wide range of activities so that the different learning skills of the children will be catered for.

At this stage children are learning how to relate to God through his word, the Bible, and also through prayer. It is important that the leaders model this behaviour and encourage the children to follow their personal example.

A Memory verse activity is included in each session and is presented in an interactive way so that the children will begin to build their own personal store of Bible verses.

Photocopiable masters

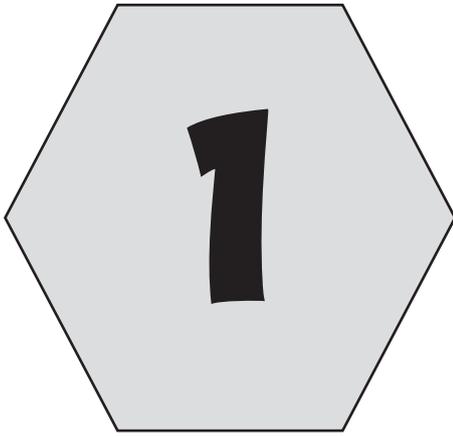
The set of photocopiable masters include Memory verse ideas, templates for craft activities and worksheets for children who finish more quickly than some of the others in the group. Purchase of the Leader's kit entitles you to make one copy for each member of your group.

Music spot

Often the music helps children to remember the significant learning that has taken place in the session. CDs that will appeal to children include:

- *Promises, promises*, CEP
- *10,9,8 ... God is great*, Colin Buchanan
- *Practise being godly*, Colin Buchanan
- *Remember the Lord*, Colin Buchanan
- *Follow the Saviour*, Colin Buchanan
- *The King, the snake and the promise*, Emu Music

These CDs are available from CEP.



Solomon: Prayer for wisdom

1 Kings 1–3

Aim

To help the children understand that God wants everyone to live his way and obey his commands.

Outcomes

By the end of this session the children will:

- know that God had chosen Solomon to be king
- understand that Adonijah went his own way when he tried to become king
- appreciate that God's way is the best way for us.

Memory verse

Do what the Lord your God commands and follow his teachings. **1 Kings 2:3a (CEV)**

Notes

Read **1 Kings 1–3**.

Adonijah was David's eldest surviving son following the death of Chileab, Amnon and Absalom. David's health was failing and Adonijah announced his intention to make himself king. This was despite the fact that God had chosen Solomon to be king after David (**1 Chronicles 22:9**). Adonijah gathered together a bodyguard of fifty men and gained the support of Joab, a commander in David's army, and the priest, Abiathar. Should Adonijah have succeeded in becoming king, Bathsheba and her son, Solomon, would have been in mortal danger. Nathan, the prophet, went to Bathsheba and told her of the unfolding events (**1 Kings 1:11–13**).

Bathsheba reminded David of his promise (**1 Kings 1:13**), which precipitated David's proclamation of Solomon as king. The subsequent anointing of Solomon by Zadok ended Adonijah's attempt to usurp the kingship. In his first act as co-regent, Solomon showed mercy to Adonijah and granted him a conditional pardon.

David's instructions to Solomon (**1 Kings 2:1–8**) signified a transfer of leadership. He made it clear that success lay in following God's ways (**1 Kings 2:3**). David also instructed Solomon regarding individuals.

He had failed in his responsibility towards Joab and Shimei, and left Solomon with the task of applying justice to these men (**1 Kings 2:5–9**). Following David's death, Solomon purged those who had sought to stand against himself or his father. This ensured stability for Solomon's kingdom (**1 Kings 2:46**).

One of Solomon's first acts was to sign a treaty with the king of Egypt. The treaty was confirmed by the marriage of Solomon to the king's daughter. Whilst this treaty was wise politically, it signified the beginning of Solomon's spiritual downfall. Later, Solomon was influenced by his wives to worship foreign gods (**1 Kings 11:3–5**).

At the beginning of Solomon's reign there was no temple for worshipping God and Solomon offered sacrifices at the shrine in Gibeon. The Lord appeared to Solomon in a dream at Gibeon and offered him anything he wanted. Solomon acknowledged God's goodness to his father David and he asked that God would continue to show favour towards him. Solomon showed his humility before God (**1 Kings 3:7b**) and asked for wisdom to enable him to rule God's people. God was pleased to grant Solomon's request and added to this great riches. God also promised Solomon a long life, conditional upon him obeying God's commands.

Leader's prayer

Thank God that he continues to work in our lives to bring about his purposes.

Pray that the children in your group will desire to follow Jesus in everything they do throughout their lives.

Gear

- King's palace** (see **Get ready**)
- God's way/Our way display board** (see **Unit introduction**, page 8)
- Flashcards with the following names written on them: Solomon, David, Adonijah (see **Get ready**)
- Prepared David, Solomon and Adonijah cut outs (see **Get ready**)
- Blu-Tack
- A CEV Bible marked at **1 Kings 2:3; 3:10-12**
- CD player and CD of choice
- Leader's game board**
- Children's game board** for each child
- Picture 1 – Solomon prays for wisdom** for each child
- A video camera or cassette recorder, optional (see **Unit introduction**, page 8)
- A photocopy of the Take home photocopiable (page 14) for each child
- Coloured pens and pencils
- Gear for the chosen activities in **Start up** and **Activities** sections

Get ready

Set up the **King's palace** before the session. You will find more information about this in the **Unit introduction** (page 8). Before the session, place the flashcards in the crown.

Before the session, cut out the figures of David, Solomon and Adonijah from the **Leader's poster**. Have these ready to stick to the **God's way/Our way display board**.

For extra impact

Bring in some pictures of kings and queens from magazines and create a wall display.

Start up

Choose from the following warm-up activities to suit your group and the time you have available. These activities are designed to introduce content and concepts that form part of the session. Please note that the **Chat time** is an important component of the session and should be completed immediately before moving into the **Bible focus**. For future reference, tick the activities you use.

Follow me

Purpose: *To understand that we are given leaders to follow.*

Ask the children to stand in a straight line. Choose a volunteer to stand at the head of the line and act as a leader. The leader should lead the line of children in an array of actions as they move around your area. You may suggest actions such as clapping hands, waving arms, clicking fingers and so on. The children are to mimic the actions of the leader as they follow him or her. Invite a few different children to take turns being the leader.

Good advice

Purpose: *To understand that it is wise to follow good advice.*

Ask the children to stand in a straight line across one side of your area. Invite them to take one step forward each time they hear some advice that is sensible and good for them. If they hear advice that is not good for them, they should stand still. The children should stop when they reach the other side of the area.

The good advice could include:

- eat fruit and vegetables
- learn about Jesus
- clean your teeth after you eat
- show love to your family
- be a good friend
- wash your hands before you eat
- only cross the street when you are with an adult.

The poor advice could include:

- only eat sweets
- play near the road
- play football inside
- don't listen to Bible stories
- be selfish
- never talk to God.

Your turn

Purpose: *To understand that God gives different roles to different people.*

Gear

- A card for each child. Divide the cards into three piles, except for one. On the cards of each pile, draw one of the following images – hammers, saws and bricks. On the leftover card, draw a crown. This card is known as the 'king' card.

Before you hand out the cards, tell the children that they are not to tell anyone else what is drawn on their card. Ensure that you hand out the 'king' card. Explain to the children that you are going to ask them to do some actions but only people with the right card can participate. For example: all hammers jump up and down three times, all saws sit down, the king can stand on one leg, and so on. Each time an instruction is given for the child with the 'king' card, only that child will carry out the action. If you have a small number of children in your group, you may decide to use only one set of cards and the 'king' card.

Before finishing the activity, give the children this final instruction:

Everyone follow the person with the 'king' card as they walk around our area.

After a short time, ask the children to sit down ready for **Chat time**.

Chat time

Lead the following discussion.

In the first activity we had to follow a leader. Different children led us and the leader could go anywhere in our area.

In the next activity we had to decide if the advice we were given was good or bad.

What do you think would happen to us if we followed the bad advice? (Accept responses.)

What would happen if we followed the good advice? (Accept responses.)

In the last activity everyone was given a card.

Count how many children had 'hammer', 'saw' and 'brick' cards. Ask the children if they noticed how many people had 'king' cards.

There was only one person who was the king in our game.

Bible focus

Links



A leader is someone who is in charge of and looks after other people.

Can you think of some people who are your leaders? (Accept responses. Lead the children to think of answers such as parents and teachers.)

In today's Bible passage we will learn about some people who were the leaders of God's people, the Israelites.

Teaching time

Each week we will follow a different leader and they will take us to the King's palace.

Choose a child to be the leader. Ask the other children to follow the leader and copy his or her actions. Explain to the leader that they can move around the area before going to the **King's palace**. When they arrive at the **King's palace**, ask the children to sit quietly in front of the **God's way/Our way display board**.

We are going to learn about some kings who were good leaders and did things God's way.

Point to the 'God's way' side of the display board.

We will also hear about some kings who were not good leaders and didn't follow God. They did things their own way.

Point to the 'Our way' side of the display board.

Let's find out whom we are going to learn about today.

Ask a child to take out the flashcards from the crown to see whom they are going to learn about.

Today we are going to learn about ... (Read the names from the flashcards.)

Using Blu-Tack, stick the figures of David, Solomon and Adonijah in the centre of the display board.

Point to 'David' in the centre of the display board.

King David had grown old and was sick. When David was younger, God had promised him that someone from his family would always be king.

God had also told David that his son Solomon would one day become king.

Who did God want to be the king after David? (Accept responses. Solomon.)

Point to 'Solomon' in the centre of the display board.



But another one of King David's sons wanted to become king. This son's name was Adonijah.

Point to 'Adonijah' in the centre of the display board.

Adonijah got some chariots and horses, as well as 50 men as bodyguards to protect him and fight for him. He met with Joab and Abiathar and asked them if they would help him to be king.

Adonijah said, 'I'm going to make myself king!'

Ask a child to move 'Adonijah' to the 'Our way' side of the display board.

Why did we move 'Adonijah' to the 'Our way' side? (Accept responses. He wanted to do things his way. God had said that Solomon was to become the king, not Adonijah.)

Do you think Adonijah would become king or would God keep his promise and make Solomon king? (Accept responses.)

Solomon's mother found out what Adonijah was doing and told David. David knew God wanted Solomon to be the next king. He obeyed God and said Solomon would be king.

Ask a child to move 'David' to the 'God's way' side of the display board.

Why did we move 'David' to the 'God's way' side? (Accept responses. He obeyed God.)

Now Solomon was king. He could have punished Adonijah, but instead he showed him mercy. He said that he could go home but he wasn't to cause any more trouble.

David wanted Solomon to be a good king. He knew that the best thing to do was to live God's way. This is the good advice he gave to his son, Solomon.

 Read **1 Kings 2:3** from a CEV Bible.

What did King David want Solomon to do? (Accept responses. Obey God.)

Soon after, King David died and Solomon, his son, was the king of God's people, the Israelites.

One night God appeared to Solomon in a dream. God told Solomon he could have anything he wanted.

What do you think Solomon asked God to give him? (Accept responses.)

Solomon told God that he was very young and didn't know much about being a leader. Solomon asked God to make him wise so he would know how to rule God's people. King Solomon wanted to do things God's way.

Ask a child to move 'Solomon' to the 'God's way' side of the display board.

Why do you think God was pleased with Solomon? (Accept responses. Solomon wanted to do things God's way.)

Listen to what God said to Solomon.

 Read **1 Kings 3:10–12** from a CEV Bible.

God even gave Solomon what he didn't ask for. God made him very rich. He also told Solomon that if he lived God's way and obeyed his commands, he would live for a long time.

God had given Solomon great wisdom. He would know how to be the leader of God's people and show them how to live God's way. Solomon knew about all kinds of plants from large trees to small bushes. He knew many things about animals, birds, reptiles and fish. He was so wise that other kings from all over the world sent people to listen to him. God had made Solomon the wisest man in the world.

Ask the children to stand behind today's leader. Invite the leader to lead the children to where they were sitting at the beginning of the session.

Music spot

Choose from the following songs.

A promise is forever (track 18) or **In God's hands** (track 19) on CEP's *Promises, promises* CD.

Activities

Do the **Game board** activity first, and choose from the others if you have time.

Game board

Gear

- Leader's game board**
- Children's game board** for each child
- Coloured pens and pencils
- Picture 1** for each child
- Scissors
- Glue

Display the **Leader's game board**. Give each child a **Children's game board**. Invite the children to write their name in the appropriate space on the game board. Explain that you will give them a picture to glue onto their game board each week so that it will look like the **Leader's game board**.

Display **Picture 1**. Ask the children to tell you about the picture – who is pictured and what happened to him. The picture shows Solomon asking the Lord for wisdom. Give each child a copy of **Picture 1**. Ask the children to cut out and glue the picture to the correct place on their game board. Collect the game boards at the end of this activity.

Our way or God's way?

Gear

- ❑ Two chairs – one with a label 'Our way', the other with a label 'God's way'
- ❑ A list of behaviours that show a difference between living 'God's way' and 'our way', such as be kind to others, say nasty things, tell the truth, tell lies, share your things, use other people's things without asking, read the Bible, pray to God and so on.

Explain to the children that we can show God that we love him by living his way. Remind them that when we don't do things God's way, we can tell God we are sorry and ask him to forgive us.

Tell the children that you will read aloud a statement then say the name of a child. That child needs to choose a chair to sit on. If the statement tells us how to live God's way, they should sit on the 'God's way' chair; if not, they should sit on the 'Our way' chair.

Good advice

Ask the children to sit in a circle. Encourage the children to think of some good advice that would help others. Perhaps the children know a Memory verse they could recite. Ask each child in turn to say some good advice.

Bringing it together

Who were the two kings we heard about today who wanted to do things God's way? (Accept responses. David and Solomon.)

Who was the person who went his own way? (Accept responses. Adonijah.)

Think about it

Did the children understand that God wants everyone to follow his commands and live his way?

Were you able to make the point that when we don't do things God's way we can ask him to forgive us?

Rhyme

Teach the following rhyme to the children. You may like to record the children saying the rhyme on a video or audio cassette (see **Unit introduction**, page 8).

**Solomon, Solomon
David's son
Solomon, Solomon
A wise man.**

**Our way or God's way
Which way did he go?
God's way is the way
That Solomon chose.**

God wanted the kings to follow him and do things his way. Today God wants us to live his way too. We can live God's way when we put our trust in his Son, Jesus. When we trust Jesus, we can live as God's friends.

Memory verse

Divide the children into three groups. Teach a section of the Memory verse to each group.

Group 1: **Do what the Lord**

Group 2: **your God commands**

Group 3: **and follow his teachings. 1 Kings 2:3a**

Ask the children to say their section of the Memory verse when you point to their group. Do this several times and then ask the children to see if they can say all three sections of the Memory verse together.



Prayer

Invite the children to repeat the following prayer.

**Dear God,
Thank you for loving us. Help us to show you that we love you by trusting your Son, Jesus, and by doing things your way. Amen.**

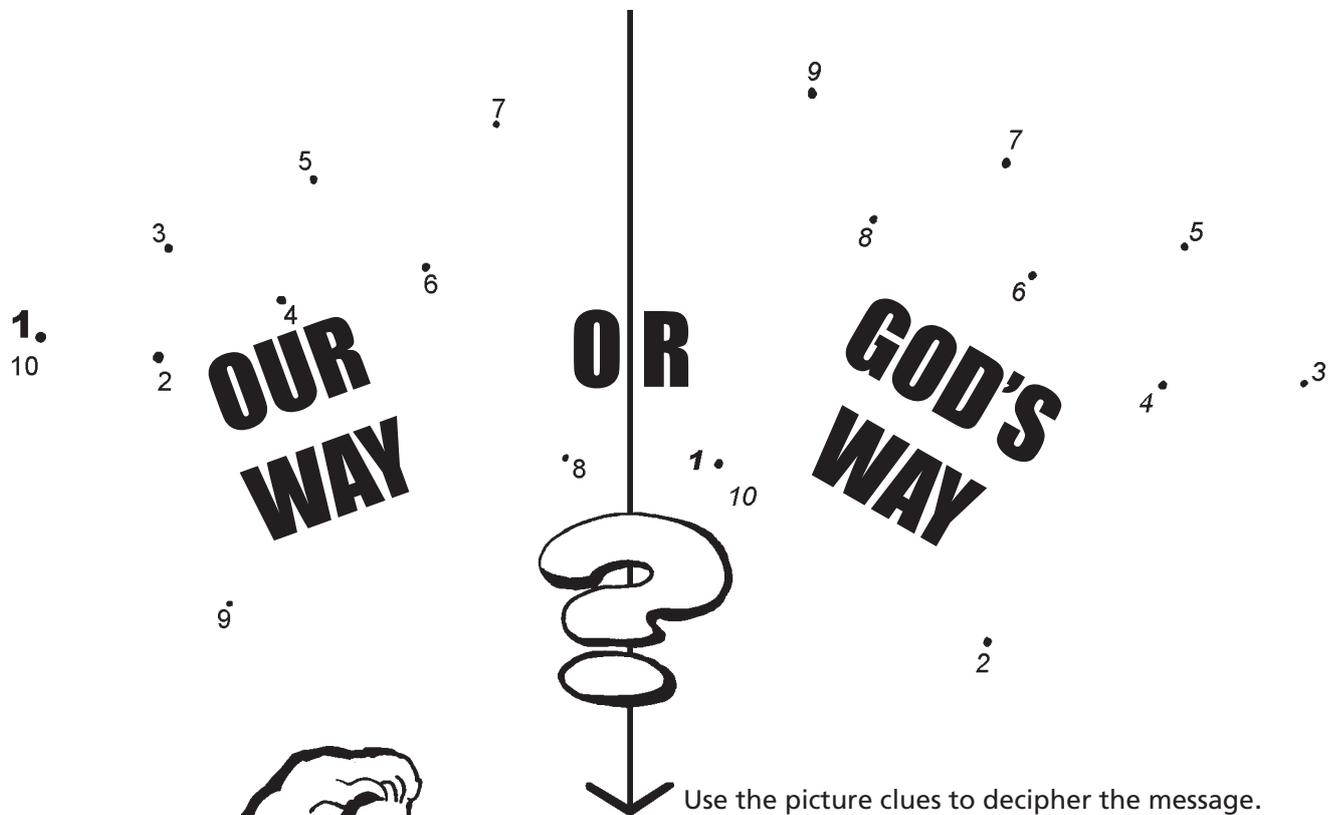
Take home

Give each child a copy of the Take home photocopiable (page 14). Invite the children to join the dots, then to use the picture clues to help fill the gaps in the sentence: Solomon asked God for wisdom. The children can then colour the picture of Solomon praying to God and complete the find-a-word.

Think ahead

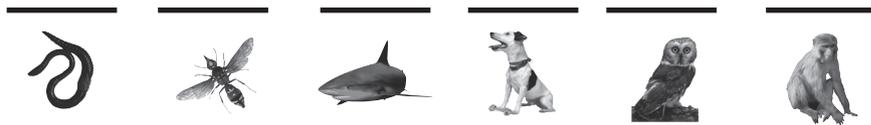
Keep the cards from the **Your turn** activity in **Start up** as they will be used in the next session.

See the **Tom's a builder** activity in **Start up** for **Session 2** (page 16).



Use the picture clues to decipher the message.

Solomon asked for



M	P	D	A	V	I	D
V	S	N	P	R	A	Y
S	O	L	O	M	O	N
V	O	U	R	M	S	T
G	O	D	K	I	N	G
V	N	N	Z	W	A	Y

Can you find these words in the
find-a-word?

- Solomon
- David
- God
- Way
- Our
- King
- Pray