

# Adventure

## 5-7s

**Leader's manual**

**AD7**

**God rescues his people**

From Judges and 1 & 2 Samuel

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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

# God rescues his people

From Judges and 1 & 2 Samuel

## Unit aim

To help the children to understand that God loves, protects and cares for his people. He does this most wonderfully in Jesus who is the great king and Saviour of his people.

## Unit outcomes

By the end of this unit the children will:

- understand that all people are in need of a Saviour
- understand that God chose David to be king and protected him
- know that God planned to send a Saviour to rescue his people
- know that God cared for and protected his people as they waited for the Saviour
- appreciate that some people showed faith in God
- appreciate that God's plan included sending his Son, Jesus, who would be born into David's family.

## Memory verses

### Sessions 1–4

The Lord God will save them on that day, because they are his people. **Zechariah 9:16a (CEV)**

### Sessions 5–8

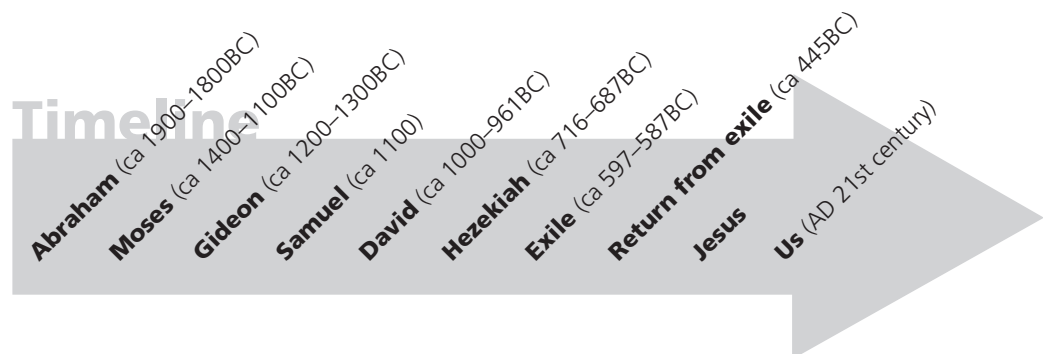
People judge others by what they look like, but I judge people by what's in their hearts.

**1 Samuel 16:7b (CEV)**

### Sessions 8–10

Be patient and trust in the Lord. **Psalms 37:7a (CEV)**

## Where this fits in God's plan of salvation



We encourage the children to understand that God loves and cares for them and has sent Jesus to be their rescuer and Saviour.

## Notes

### **Bible background**

The theme of the unit is 'God rescues his people'. The first session helps to establish the need for people to be rescued because of Adam and Eve's sin and its consequences for all mankind. The children will be taught that God promised a Saviour who would provide a way for all people to be forgiven for their sins.

As the sessions unfold the children will see that God continued to care for and protect his people as they waited for the promised Saviour. Each session will help the students to understand a characteristic of God the King.

**Session 1** is about **Gideon**. Israel had fallen into idolatry and as a result God had allowed the Midianites to oppress Israel. God chose Gideon, who may have seemed an unlikely choice in human terms, to save the nation. God gave Gideon a miraculous victory over the enemy.

**Session 2** deals with God's love and care for two women who faced great personal trials and hardship. **Ruth**, a foreigner, placed her trust in the God of her mother-in-law, **Naomi**. The children will see how God worked in the circumstances of the women's lives to bring about a marvellous outcome. Ruth became part of the very salvation of God as Jesus was born into the family of David, her grandson.

**Sessions 3 and 4** describe the events that led to Israel moving from 12 tribes being ruled by judges to becoming a unified kingdom.

**Session 3** studies the events that led to **Samuel** rising to prominence in Israel as a prophet of the Lord. His mother, **Hannah**, had great faith in God and this is seen in the fulfilment of her promise to set aside Samuel for the Lord's work (**1 Samuel 1:11**). At that time the word of the Lord was rare (**1 Samuel 3:1**), but God used Samuel mightily and he was recognised as a true prophet by the people (**1 Samuel 3:19,20**).

Although Samuel was upright, his sons were corrupt and this, in part, led to the people demanding a king. This was more than a rejection of the system of judges, but was a rejection of God himself as their king.

Despite warnings as to the consequences (**1 Samuel 8: 8-18**) the people continued in their demands and **Saul** was chosen. His strong physical characteristics were not enough to sustain his kingship and in **Session 5** the children learn that Saul failed to trust and obey God.

**David**, a shepherd boy, was chosen from the sons of Jesse to be the next king. His qualification didn't lay in his physical or moral attributes but lay in the fact that he was a man after God's own heart (**Acts 13:22**).

**Sessions 6 and 7** trace events leading to God's promise coming to fruition and David becoming king. In the story of David and Goliath, David shows his faith is in God. As a representative of God's people, and in God's strength, he defeats the enemy of God's people.

God had chosen David to become king and establish a royal family into which the Saviour, Jesus, would be born. To this end, God protected David through his marriage to Michal and in his friendship with Saul's son, Jonathan.

**Session 8** looks further at David's trust in God to do what is right. David has opportunity to kill Saul in the cave at Engedi but David honoured Saul as God's chosen king and would not take revenge, leaving this to the Lord (**1 Samuel 24:12,13**).

**Session 9** shows God as a promise keeper. With the death of Saul, David was anointed as king of Judah (**2 Samuel 2:4**). With the passing of time God's promise was fulfilled and David became the king of a united Israel (**2 Samuel 5:3**).

The unit ends with the retelling of the events surrounding the bringing of the Sacred chest to Jerusalem. The children will explore the concept of giving praise to God. This session reminds the children of the need for a Saviour and points to Jesus as being the Saviour the people had been waiting for.

### **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 **Map of Israel at the time of David**
- **Leader's God our king poster** (A2) and a poster of **gem cut-outs** (A3) to add to the larger poster each session
- three full colour **Memory verse posters** (A3) with scenes from the unit
- two full colour A3 **Leader's posters** relating to the learning in the sessions
- A sample of the Children's component – **Swapcards**. (Extra Swapcards may be purchased from CEP so that every child has a set.)
- a set of photocopiable masters
- a variety of Visual aids and Activities for each session.

### The special story box

Each session, unless specified, the children are given an opportunity to guess what the Bible lesson is about from three objects placed in a story box.

The story box should have a lid and be decorated.

The story box is not essential to the lesson and may be left out if your time is shorter or if this type of activity doesn't suit the make-up of your group.

In **Session 5**, you will still need the items from the story box to teach the session.

### Children's components

The children's component is a series of full colour **Swap cards** and a wallet to keep them in.

Each **Swapcard** shows a biblical character the children meet in the session and a key sentence about God that has been covered in the session.

The **Swapcards** in their wallet are to be taken home at the end of the final session.

### The throne room

Each session the children will be brought to a special area for **Bringing it together**. The **God our king** poster should be displayed in this area. A chair should be decorated to resemble a throne.

Try to add other items to enhance the atmosphere of the throne room area.

Each session, the appropriate **Gem cut-out** naming a characteristic of God is to be pasted onto the crown on the **God our king** poster.

## 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.

### Prayer

Written prayers have been given for the children to repeat. However, give opportunity for the children to pray their own prayers and to talk to the Lord about those things that concern them.

### Photocopiable masters

The set of photocopiable masters include Memory verse ideas, templates for craft activities and worksheets. Purchase of the **Leader's pack** entitles you to make one copy for each member of your group.



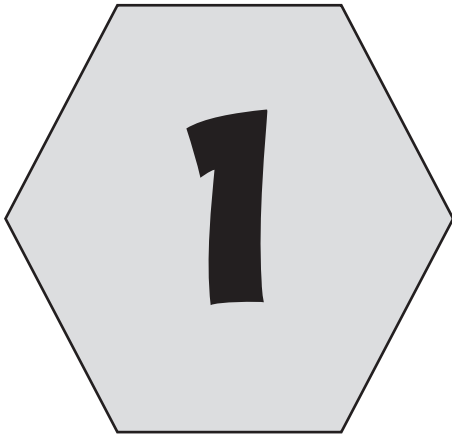
### Music spot

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
- *Earth movers*, CEP
- *Practise being Godly*, Colin Buchanan
- *Follow the Saviour*, Colin Buchanan
- *Jesus rocks the world*, Colin Buchanan
- *Baa baa doo baa baa*, Colin Buchanan
- *The King, the snake and the promise*, Emu Music
- *How cool is that!*, Johnny Burns
- *Praise crazy*, Johnny Burns
- *Best news!*, Tony Jones & Mountain feet

These CDs are available from CEP.





# God sends a rescuer: Gideon

Judges 6–8

## Aim

To help the children understand that God is the great King.

## Outcomes

By the end of this session the children will:

- know that God cares for his people
- understand that God listens to the prayers of his people
- appreciate that God is powerful and is able to help his people.

## Memory verse

The Lord God will save them on that day, because they are his people. **Zechariah 9:16a (CEV)**

## Notes

Read **Judges 6–8**.

The book of Judges reveals two clear truths: God mercifully rescues his people and his people prove to be unfaithful to God again and again.

Judges presents a repeating cycle: God's people are in the land God has given them but they disobey God and turn away from him; God allows Israel's enemies to defeat and oppress them; God's people cry out to him for help; God sends a rescuer who leads them in defeat of their enemies and a time of peace follows. However, the cycle soon begins again.

God had used Deborah to deliver Israel from the Canaanites. Israel worshipped God and enjoyed an extended period of peace before falling again into idolatry. God allowed the Midianites to oppress Israel and once again the people cried out to God for help. God showed mercy and sent Gideon as the rescuer.

Gideon saw himself in human terms: one of a weak clan with a family who worshipped Baal. He hardly seemed like the 'strong warrior' that the angel described! Gideon lacked faith and demanded proof that he was actually talking to the Lord. God was merciful, and gave the proof that Gideon wanted.

Although fearful, Gideon did what God asked, albeit in secret. He destroyed the altar to Baal and the idolatrous sacred pole and built an altar to the Lord.

The townsfolk were afraid that Baal would punish them for what had happened. Instead of fearing the living God, they feared a false god who could do nothing.

Gideon again obeyed God to the extent of gathering an army, but his faith was still weak. He demanded another sign to confirm God's word, and amazingly God granted it.

God weakened Gideon's army until only 300 were left to fight an army who 'covered the valley like a swarm of locusts' (**Judges 7:12**).

With a handful of men and a wavering leader, the Israelites defeated the massed armies of their enemies. God demonstrated his power and his faithfulness to Israel once more. Gideon knew God had brought the victory and turned down the Israelites' request for him to be their king (**Judges 8:22,23**).

In this session we will focus on the greatness and power of God who acts to rescue and save his people. We see this ultimately in the action of God to send the greatest rescuer – Jesus.

## Leader's prayer

Thank God for each of the children in your group. Pray that they will grow in their faith as they learn more about the truly awesome God that they serve.



## Gear

- The **Story box** with the following contents:
  - **Leader's Map of Israel**
  - a trumpet (see **Get ready**)
  - a crown (see **Get ready**)
- A biblical headdress for 'Gideon'
- A CEV Bible marked at **Judges 7:13,14**
- CD player and CD of choice
- Leader's God our King poster**
- Leader's Gem cut-out 1 – God is powerful**
- A copy of the Crown wallet photocopiable (page 16) for each child
- A children's **Swapcard 1 – Gideon** for each child
- A large sheet of paper to write the Memory verse on
- A copy of the God is a powerful king photocopiable (page 17) for each child
- Gear for chosen activities in **Start up** and **Activities** sections

## Get ready

Display the **Leader's God our King poster** and cut out the **Leader's Gem cut-out – God is powerful** ready to attach to the poster in **Bringing it together**.

Photocopy the Crown wallet photocopiable onto thin card for each of the children. Make up a sample wallet to shown the children. It would also be a good idea to make a few extra wallets for children who join the group in later sessions.

Decorate a box with a lid to make the **Story box** that will be used in each session to arouse the children's interest in what they will be hearing in the Bible story.

Make the trumpet by rolling thin card into a cone shape. Attach a cord using tape so the trumpet can be slung over your shoulder.

Make a crown from metallic cardboard. In future sessions the crown can be an added prop for the throne room.

The throne could be a high-backed chair covered in red or purple material. You could make a sceptre from dowel covered in aluminium foil.

### For extra impact

Set up the room as best you can to give the feeling of being in a throne room. Add some rich fabric cushions, gold tassels, goblets or any other props you may have at home that would add to the atmosphere you are trying to create.

## 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.

### Hats

Purpose: To help students think about the concept of people who help.

#### Gear

- Visual aid (page 15) showing the hats

Display the Visual aid of the hats. Ask the children who would wear each of the hats and discuss the role of these people. Bring out the fact that all these people help us and some could be called 'rescuers'.

### Help! Help!

Purpose: To introduce the children to the fact that the Israelites needed to be rescued by God.

#### Gear

- A small ball
- A skittle or plastic bottle

Ask a child to stand at the front of the area to one side of the skittle.

The other children are to stand in line approximately 3–5 metres from the skittle.

Explain that the child at the front can only stay in the game if someone 'rescues' them by rolling the ball and knocking over the skittle. Each of the children in the line takes a turn at rolling the ball. If the skittle isn't knocked over after four throws the child at the front sits down and watches the game. Allow this child to choose a friend to take their place at the front of the room.

If the skittle is knocked over the child swaps places with another child and joins the 'rescuers'.

### What did I say?

Purpose: To introduce the children to the fact that God listens to the prayers of his people.

Explain to the children that you are going to mouth a sentence and that they will need to watch your lips carefully to see if they can work out what you are saying.

Mouth the following one word at a time: God loves his people.

Commend the efforts of the children as they try to guess the words.

### **Chat time**

Lead the following discussion.

**Imagine that you saw some smoke coming out of a house or you saw someone who couldn't swim fall in a pool.**

**What would you do?** (Accept responses. Call out for help and so on.)

**We would want someone to come and rescue anyone who was in danger.**

**How could we get someone to come to help?** (Accept responses.)

**When we looked at the hats we were reminded of people who really do help rescue others.**

**In our game with the ball and the skittle we had to rescue our friends so they could stay in the game.**

**We also played a game that helped us to watch and listen to a message.**

**God is the most amazing 'rescuer' of all time. He hears the prayers of his people, watches over them and cares for them.**

## **Bible focus**



Today we will learn about a time when God's people called out to him to rescue them.

### **Teaching time**

Show the children your special **Story box**. Explain to the children that each session you will take some items out of this special box and they will have an opportunity to guess how these items may give them some clues as to what the Bible story is going to be about.

Choose a child to open the **Story box** and take out the three items.

- The **Leader's Map of Israel**
- A trumpet
- A crown

Allow a short time for the children to guess what the story may be about from the items. Thank the

children for their suggestions and continue with the session.

Put on the headdress.

**My name is Gideon.**

**God had been good to my people, the Israelites.**

**He had given us a wonderful land to live in.**

Display the **Leader's Map of Israel**.

**This land was a place where we could live as God's people with God as our king.**

**We lived in peace for many years but then something happened. Many people stopped loving and trusting God. They began to live their own way. Some people even worshipped other gods.**

**Because of this, God let the people of Midian have power over Israel for seven years. The Midianites treated us badly. They took the food we grew. They raided our homes. They threatened us and bullied us.**

**We were scared of the Midianites and hid from them.**

**Finally, we remembered God and called out to him to help them.**

**Do you think God was going to help us? Why or why not?** (Accept responses.)

**God heard our prayers and answered them.**

**This is what happened.**

**One day, I was hiding from the Midianites because I didn't want them to take the food I had grown.**

**Suddenly, an angel from the Lord appeared.**

**The angel told me that I was a strong warrior.**

**Me! A strong warrior! I found that hard to believe.**

**Then the Lord himself told me that he would help me to rescue Israel from the Midianites.**

**How could I rescue Israel? I wasn't powerful. My family weren't important and I was the least important in my family. I was a nobody!**

**But then the Lord reminded me of something. He said that he would help me to defeat the Midianite army.**

**Why was it important that God would help me?** (Accept responses. Gideon couldn't do it by himself.)



The Midianites had a huge army. They had invaded Israel, the land that God had given to his people.

I blew on my trumpet to signal for the men of Israel to follow me and be a part of my army.

Blow the trumpet.

Soon there were 32 000 men ready to fight the Midianites.

But God said something that surprised me.

He said that I had too many soldiers. He didn't want the men to think they had won by themselves. He wanted us to know that he had won the victory for us.

God said that anyone who was afraid could go home.

Many men were afraid and they went home leaving only 10 000 men to fight the huge Midianite army.

I looked at my army. Perhaps we could still win.

But then God said something else that surprised me.

He said that I still had too many soldiers.

God told me to watch the men as they drank water from a spring.

All the ones that put their face in the water were to go home.

The men who scooped up the water in their hands were to stay.

Only 300 men were left to fight the huge Midianite army.

**How do you think I felt about that?**

(Accept responses.)

**What do you think I needed to remember?**

(Accept responses. That God had said that he would help Gideon to defeat the Midianites.)

**But how could my tiny army defeat the huge Midianite army?**

**That night, God told me to attack the Midianite army.**

**I only had 300 men. I was afraid to attack them but God encouraged me.**

**I snuck into the Midianite camp and heard some soldiers talking about a dream.**

**Listen to what the Bible says about this.**

 Read **Judges 7:13,14** from a CEV Bible.

Now I knew that God was going to let us defeat the Midianites.

I gave each of my men a trumpet and a large clay jar with a burning torch inside.

When it was dark we moved to the edge of the enemy camp.

I gave a signal and we blew our trumpets and smashed the jars.

Everyone yelled out, 'Fight for the Lord! Fight for Gideon!'

Blow your trumpet.

The Midianites heard the blast of the trumpets and looked to see the flaming torches.

They thought that a huge army was attacking them. They started to yell and tried to run away. They were so confused that they started to fight each other.

That's how God won a great victory and rescued his people from the Midianites.

Take off the headdress.

After this the people wanted Gideon to be their king.

But Gideon knew who had really won the battle. He told the people that only the Lord God was their king.

God had listened to the prayers of his people and shown that he was a great king who cared for his people and was powerful enough to rescue them.



### **Music spot**

Choose from the following songs.

**God is with me**, track 5 on CEP's *Earth movers* CD.

**Be strong and courageous**, track 6 of Colin Buchanan's *Jesus rocks the world* CD.

## **Activities**

Do the **God our King** activity first, and choose from the other activities if you have time.

### **God our King**

During each session a 'gem' will be added to the **Leader's God our King poster**.

Attach the **Gem cut-out – God is powerful** in the appropriate space on the chart. Discuss how we have learnt that God is powerful from the story of Gideon.

## Swapcards

### Gear

- A children's **Swapcard 1 – Gideon** for each child
- Copy of the Crown wallet photocopyable (page 16) for each child
- A completed Crown wallet
- Scissors
- Adhesive tape or staples
- Fake gems, stickers, coloured pens, optional

Explain to the children that each session they will be given a colourful **Swapcard** until they have collected all ten cards. Show the children your completed Crown wallet and how it will be used to store the **Swapcards**.

Distribute a copy of the Crown wallet photocopyable to each child and help them cut out the crown shape on the top and assemble their wallets following the directions on the sheet. You may wish to provide some small fake gems, stickers or coloured pens so the children can decorate their crown. Remind them to write their name in the space provided.

Hand out a **Swapcard 1 – Gideon** to each child and discuss how the story of Gideon reminds us of how Powerful our great God is. Remind the children to write their name on the back of the card and then show them how to store it in their wallet.

Collect the Crown wallets and **Swapcards** ready for next session.

## Trumpets and torches

### Gear

- Two sheets of A4 or A3 paper for each child
- Adhesive tape
- Paper streamers
- Coloured pencils or markers

Ask the students to roll one sheet of paper to form a 'trumpet'.

Use tape to hold the paper in place. Tape lengths of paper streamer to the trumpet so the children can carry the trumpet over their shoulder.

Colour a third of the next sheet in red, orange and yellow to represent the flames on a torch. Roll and tape the sheet.

If you choose you may re-enact Gideon and his men sneaking up on the Midianites, blowing their trumpets and waving the burning torches.

# Bringing it together

## The throne room

Invite the children to follow you to the throne room. Ask them to sit in front of the throne. Sit on a chair to one side of the throne. Place the crown from the story box on the throne.

**Gideon was an ordinary man. He didn't think he was very important and he was afraid. However, God told him that he would help him to defeat the Midianites and Gideon obeyed God.**

**After the Midianites had been defeated, the people wanted Gideon to be their king.**

**What did Gideon say when the people wanted him to be their king? (Only the Lord was their king.)**

**Gideon knew that God was the one true king. He wanted the people to love and trust God.**

**What did we learn in today's session that helped us to see that God is a great king to follow? (Accept responses. Bring out that God listened to his people when they cried out for help and that he answered their prayer. He showed he cared for his people by rescuing them. He proved he was powerful by defeating the Midianites.)**

Refer them again to the **Leader's God our King poster** and this session's gem.

## Memory verse

### Gear

- Large sheet of paper and marker pen

**Who rescued the Israelites? (It was God who gave the victory to Gideon's army.)**

**Why do you think God saved the Israelites?**

(Accept responses. They are the people of God. God had promised to be faithful to them.)

Write up the Memory verse on a large sheet of paper and read it to the children. Say the verse in short phrases and invite the children to repeat them after you.

**The Lord God will save them on that day, because they are his people. Zechariah 9:16a (CEV)**



## Prayer

Invite the children to repeat the following prayer.

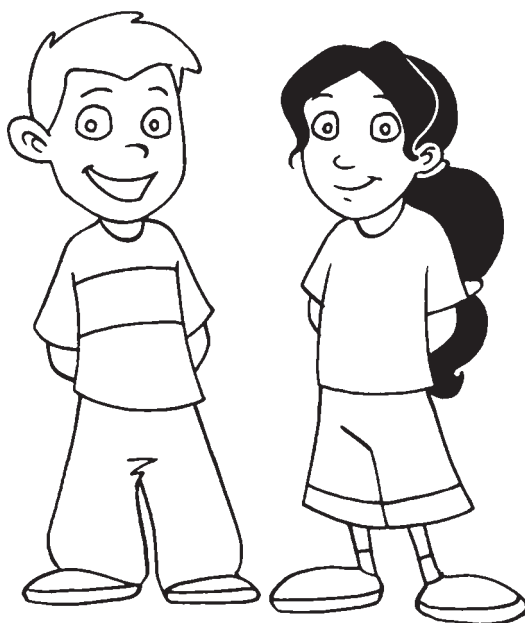
**Dear God, thank you that you hear the prayers of your people and that you are a powerful God who cares for all who love and trust you. Amen.**

## Take home

### Gear

- A copy of the God is a powerful king photocopiable (page 17) for each child
- Coloured pens and pencils

Give each child a copy of the God is a powerful king photocopiable. Encourage the children to do the dot-to-dot and colour the lettering and pictures. Sit with the children as they work through the activities and discuss how we know God is a powerful king with them. The word inside the crown is 'king'.



### Think about it

Did the children realise that God is powerful and that he will help us to live his way just as he helped Gideon, an ordinary man, to achieve mighty things.

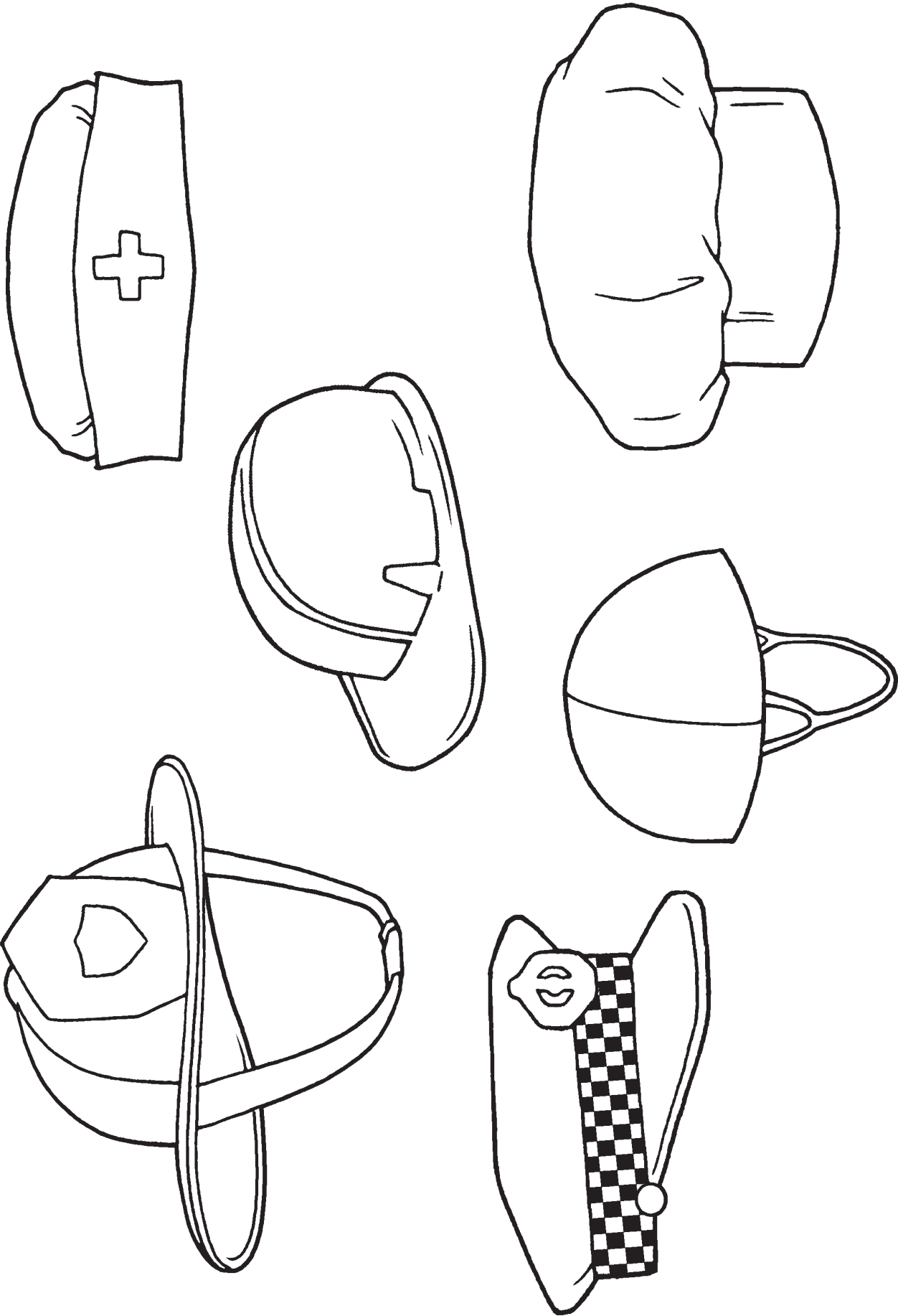
### Think ahead

You will need the **Story box** with a children's **Swapcard 2 – Naomi and Ruth**, a piece of bread and a dummy, bib or item relating to a baby, **God our King poster**, **Leader's Gem cut-out – God is caring**, the children's Crown wallets and **Swapcard 2 – Naomi and Ruth** and **Memory verse poster 1**.

You will need to prepare the Ruth, Naomi and Boaz puppet Visual aids (page 27) for use during **Bible focus** and make a copy of the God cares for his people photocopiable (page 28) for each child.

There is an activity involving food next session. Make sure you have checked with parents and guardians if children have food allergies.

See **Gear** for **Session 2** (page 20).



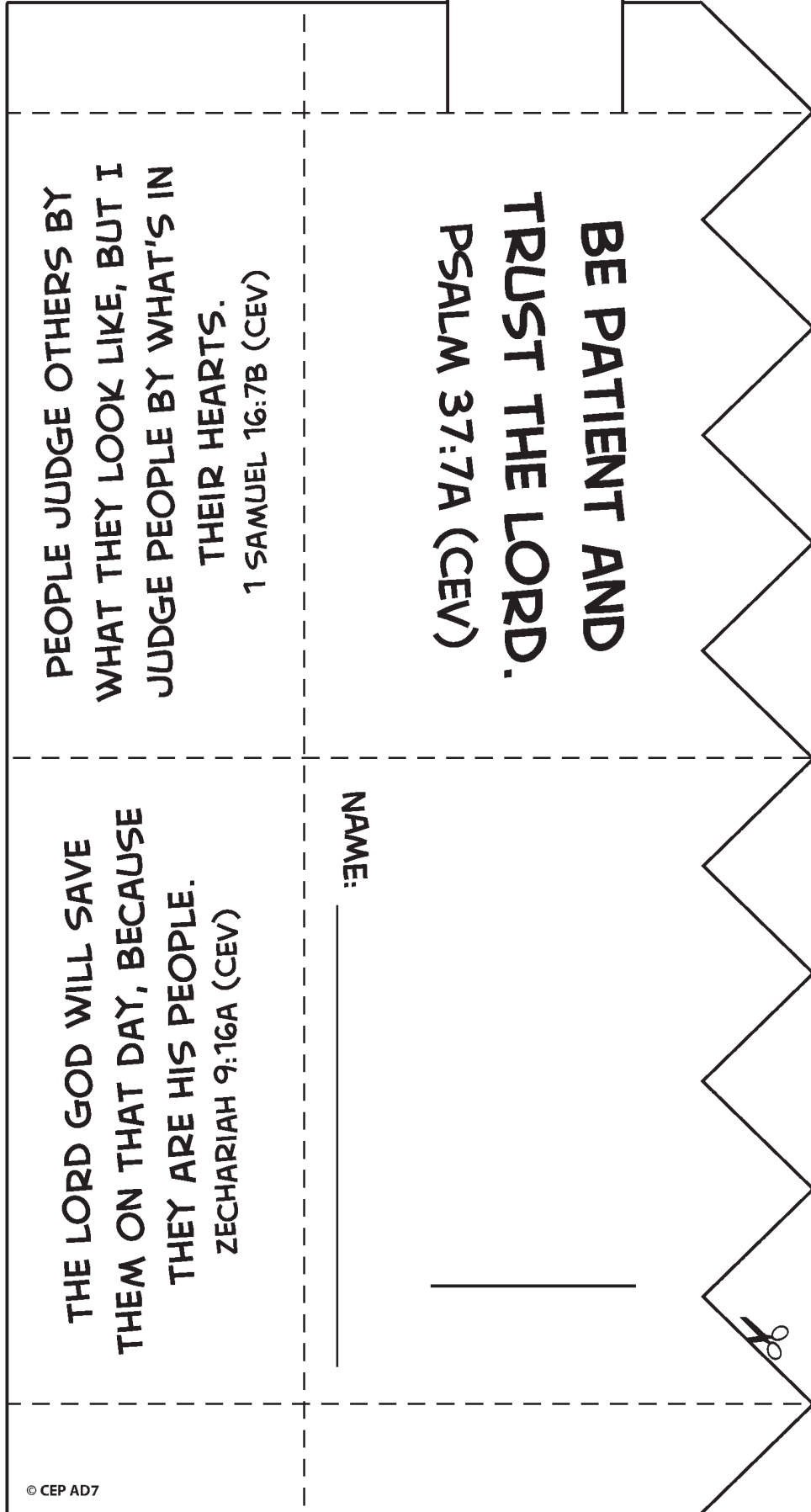
© CEP 2005

The purchaser of the *Adventure AD7* manual is entitled to photocopy this page for use with his or her group.

# Crown wallet

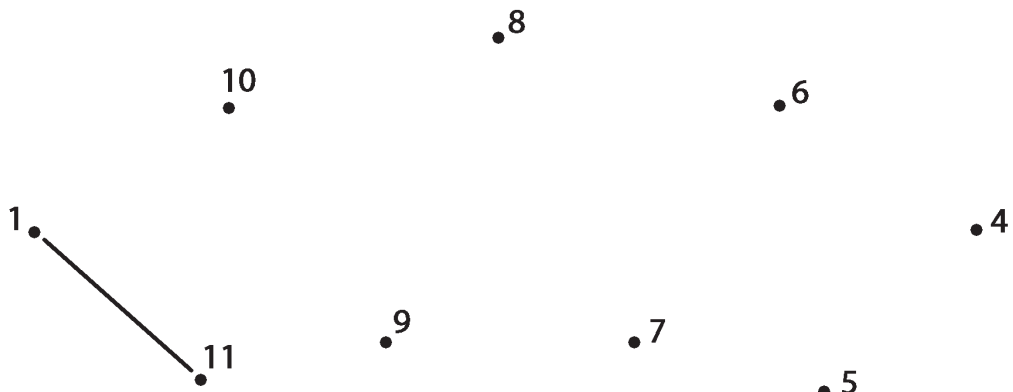
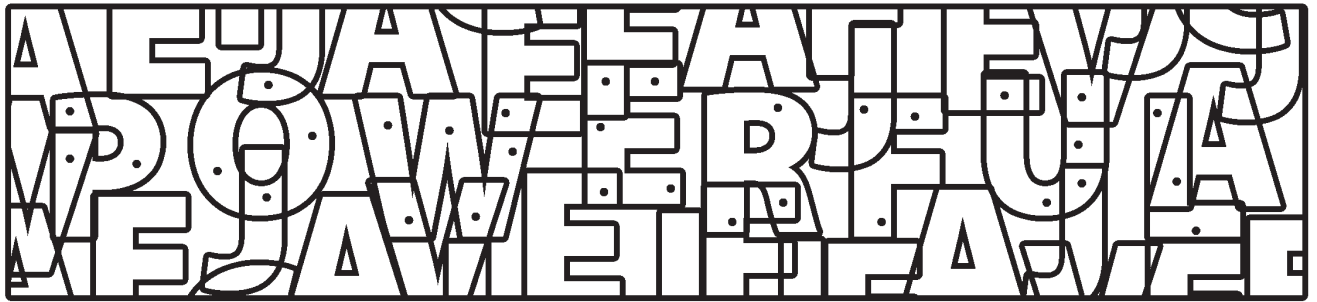
## Directions:

Cut along the solid lines and fold along the dotted lines. Make a slit in the front of the wallet where marked. Fold the long flap over and secure in side of wallet. Close sides of the wallet with adhesive tape or staples. Fold wallet over and slip flap through the slit to secure it.





# GOD IS A



K\_n\_



**GOD HELPED GIDEON  
WIN A MIGHTY VICTORY.**