

# **Leader's manual**

AD8

God is faithful

From Daniel, Ezra and Nehemiah

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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 is faithful

From Daniel, Ezra and Nehemiah

### Unit aim

To help the children understand that God planned to save people from all nations and have them live forever as a part of his family.

### Unit outcomes

By the end of this unit the children will:

- understand the basic reasons why God's people were taken into exile
- understand that God has the ability and power to save his people
- understand that God is always with his people
- know that God kept his promise to have his people return to Israel
- understand that God invites people of all nations and cultures to live with him forever
- appreciate that God is the Lord of all
- appreciate that God cared for his people in the land of Israel
- appreciate that God sent Jesus to make it possible for people to live forever as his friends.

### Memory verses

#### Sessions 1–2

Worship and honour the God of Daniel. **Daniel 6:26a (CEV)**

#### Sessions 3–4

He is the living God, the one who lives for ever. **Daniel 6:26b (CEV)**

#### Session 5

Worship and honour the God of Daniel. He is the living God, the one who lives for ever. **Daniel 6:26 (CEV)**

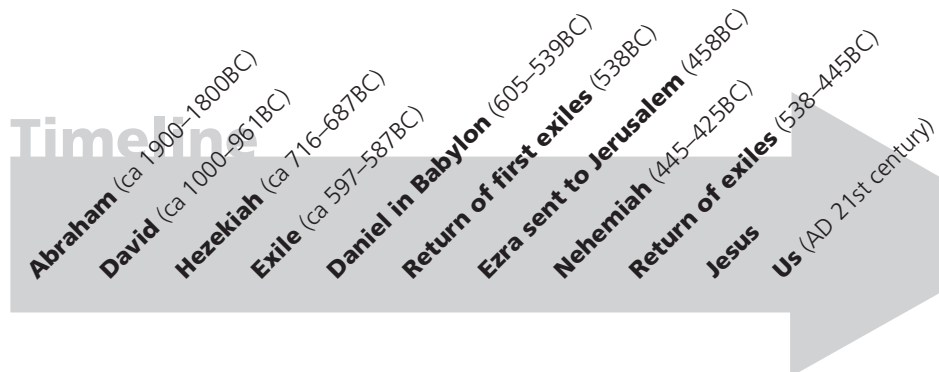
#### Sessions 6–8

Tell the Lord how thankful you are, because he is kind and always merciful. **Psalms 118:1 (CEV)**

#### Sessions 9–10

He will be called Immanuel, which means 'God is with us'. **Matthew 1:23b (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 first six sessions focus upon God's people in exile, living under foreign domination. Many of the Jews in exile may well have felt abandoned by God. Yet this was untrue as God was very much present for those who continued to trust and obey him.

Having been taken into captivity in Babylon, Daniel and his three friends took a courageous stand to honour God by avoiding food that was 'unclean' or may have been sacrificed to Babylonian gods. God was with the four young men and 'made them clever and wise' (**Daniel 1:17**).

**Session 2** deals with the episode where Daniel saved the lives of all the wise men of Babylon by telling King Nebuchadnezzar the content of his dream and then interpreting it. Nebuchadnezzar acknowledged Daniel's God as being 'above all other gods and kings' (**Daniel 2:47**) and put Daniel in a position of power.

The challenge for the Israelites of living as foreigners in a strange land is brought sharply into focus in **Session 3**. In the most dramatic manner, Shadrach, Meshach, and Abednego were challenged to compromise their worship of God.

Despite the very real threat of being burnt alive, Shadrach, Meshach and Abednego refused to bow down to an image of gold. The saving power of God was seen in his ability to rescue the three men from the flames.

**Sessions 4 and 5** continue to reveal how God worked in the life of Daniel, as he remained faithful to God.

Belshazzar, who openly showed disrespect to God, now ruled Babylon. The appearance of a hand writing a message on the wall at a feast hosted by the king provided a frightening picture of a God who would not allow his name to be defiled. The wise men were unable to decipher the writing. However, God enabled Daniel to interpret the writing's meaning and Belshazzar's reign came to an abrupt end according to God's word (**Daniel 5:25–28**).

Daniel's devotion to God marked him out from the foreigners he lived among. This would lead him into trouble with the Babylonians, and to great honour in the eyes of God. The governors convinced King Darius to pass an irrevocable decree that no person could pray to anyone but Darius for thirty days. Daniel knew where his ultimate loyalties lay and continued to carry out his daily practise of praying to God. Soon he faced the prospect of a trip to the lion's den!

When Daniel was found to be safe, Darius praised Daniel's God, 'the one who lives forever', whose 'kingdom will never end' (**Daniel 6:26**).

**Session 6** looks at the early stages of the Israelites return from exile. However, only a handful of Jews returned to the 'promised land' and Jerusalem was in a state of decay.

The challenge remained as to how to lead the people on the path back to God and to establish the community in such a way as to be obedient to him.

God raised up a leader in Nehemiah, a servant in the Persian court. Nehemiah gained permission to return to Jerusalem to rebuild the city walls.

**Session 8** looks at the success of Nehemiah's mission despite the opposition of Israel's enemies. However, the need for God's salvation still remained.

God had made it clear through his prophets that he would one day send a Saviour. This Saviour was God's own Son, Jesus and his birth in Bethlehem fulfilled the prophecy of **Micah 5:2**.

Luke's gospel records for us the birth of Jesus and **Session 9** looks at the presentation of Jesus at the Temple. Simeon and Anna confirm that Jesus was the promised Messiah.

The **Session 10** looks links the theme of God's people returning to Jerusalem to live as his people under his rule to the fact that God's people today have been called to return to him through Jesus. The children will be presented with the fact that God invites all people from all nations and cultures to live as a part of his family, forever.

### ***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
- ten full-colour A3 **Leader's posters**
- a sample of the children's component – **God's family notebook**. (Extra children's Notebooks may be purchased from CEP so that every child has their own to work with in each session.)
- a set of photocopiable masters
- a variety of Visual aids and Activities for each session.

### **Children's components**

Each week a number of activities for the children are included in the children's **God's family notebook** to revise the teaching from the session. As the children work through the activities in their notebook it is a good time to talk with individuals about what they think about what they are learning.

### **God's family storyboard**

Each session the leader will add a poster to a Storyboard display of all the **Leader's posters**, along with a Special word flashcard to be made for each session. This will help build up a complete story of what is happening to God's people in this time in history and to revise the content of the previous sessions.

The **Leader's posters** are used through the teaching time to add interest to the lesson and then revisited again in **Bringing it together** to help the children to see the bigger picture being presented by the unit of lessons.

### **A special word**

Each week at the start of the **Teaching time** the children will solve a quick puzzle to find what the session's main concept or theme will be.

If your session time is limited you may choose to reveal the word yourself and not to do this activity. A teacher-made set of Special word flashcards will help to introduce and reinforce the Special words about God that are being introduced throughout this unit of work (see **Get ready** for Session 1, page 10).

## 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. 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
- *Best news!*, Tony Jones & Mountain feet
- *Follow the Saviour*, Colin Buchanan
- *Jesus rocks the world*, Colin Buchanan
- *The King, the snake and the promise*, Emu Music
- *How cool is that!*, Johnny Burns
- *Praise crazy*, Johnny Burns
- *Lovely Jubbly*, Doug Horley

These CDs are available from CEP.



# God strengthens Daniel

Daniel 1

## Aim

To help the children understand that God keeps his promises to his people.

## Outcomes

By the end of this session the children will:

- know that Daniel had faith in God and that God can be trusted
- develop a basic understanding of why God's people were in exile
- appreciate that it honours God to trust and obey him even when we are in difficult circumstances.

## Memory verse

Worship and honour the God of Daniel. **Daniel 6:26a (CEV)**

## Notes

Read **Daniel 1**.

Before taking possession of the Promised Land, God told Moses that if the people worshipped him alone and obeyed him then they could remain in the land. However, God also promised that if they disobeyed him they would be exiled (see **Deuteronomy 28:13,14,25**).

The Israelites were unfaithful to the Lord and eventually were taken into captivity.

Many of the Jews experiencing the shame of exile in Babylon may have felt abandoned by God. Yet this session reveals that God was with those who continued in trust and obedience.

Daniel and his three friends Hananiah, Mishael, and Azariah (given the Babylonian names Shadrach, Meshach, and Abednego), displayed an unbending trust in God's sovereignty.

The Babylonians selected the 'best' of the captives and trained the young Jews in Babylonian customs, language and culture in order to serve the king.

The Israelites were under pressure to conform to foreign ways. However, Daniel and his friends quickly showed where their loyalties lay.

Daniel chose not to eat the food that was offered from the king's table. His reasoning was probably that it may have been 'unclean' under Mosaic Law. It is also likely that some may have been sacrificed to honour the Babylonian gods. By asking for a diet of vegetables and water, Daniel and his friends were honouring their own God.

God honoured the four friends in their stand and gave them wisdom. Daniel was also given the ability to understand visions and dreams (**Daniel 1:17**). The men were granted positions of influence in the royal court, giving advice to the king.

## Leader's prayer

Pray that the faith of the children will be strengthened as they see how God worked in the lives of his people in the times of Daniel and Nehemiah and realise that God is continuing his work in the lives of people today. Pray that the children will see the significance of this for their own lives.



## Gear

- CEP's Bible timeline posters (see **Get ready**)
- Special word flashcard – Promise (see **Get ready**)
- Leader's poster 1** (Promised land/into exile)
- Visual aids of King Nebuchadnezzar, Daniel and his friends (pages 16–17)
- Blu-Tack
- A CEV Bible marked at **Daniel 1:11–14,20**
- A children's **God's family notebook** for each child
- Memory verse written on a large sheet of blank paper
- A marker pen
- CD player and CD of choice
- A copy of the Vegetables photocopyable (page 18) for each child
- A paper plate for each child
- Gear for chosen activities in **Start up** and **Activities** sections

## Get ready

If you have a copy of CEP's Bible timeline posters it would be good to display them and use them at the beginning of **Bible focus** as you talk about God's promises to Abraham and Moses.

Each session there is a Special word introduced that helps summarise the main point of the Bible teaching. It is suggested that you use the starburst outline on page 15 and copy this onto ten sheets of brightly coloured paper and then each session write the Special word for that session onto one of the starburst outlines. The Special word for this session is **Promise**.

If you would like to get ahead and make all the flashcards at once the words for the following sessions are: Understanding, Worship, Wisdom, Save, Return, Leader, Help, Jesus, Everyone.

There are ten **Leader's posters** for this unit and it is suggested that you start a storyboard display with the posters adding a new one each session and also displaying the Special word flashcards near the relevant posters so the children get an overall idea of what happened to God's people in this time in history. If you have a large wall or whiteboard this would be ideal.

If your space is limited you may wish to mount the posters on brightly coloured cardboard and make them into a flip-book.

In this session there is an opportunity to eat with the children. Make sure you find out if any children have food allergies before allowing children to eat any food in your sessions.

Write the Memory verse on the top of a large sheet of paper. Cut some smaller pieces of paper to cover each of the words. Place Blu-Tack on the back of these smaller pieces of paper.

### For extra impact

Put a sign up on one sign of your area saying 'Israel' and a sign on the other saying 'Exile'.

Display some vegetables on a table.

## 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.*

### Job interview

*Purpose: To introduce the fact that Daniel and his friends were specially chosen to be trained to serve in the royal palace. This also serves as a 'getting to know you' activity.*

#### Gear

- A list of questions – How old are you? What grade or class are you in? What is your favourite subject? What are your hobbies? What is your favourite food? What is your favourite book? What is your favourite TV show and so on
- A toy microphone or similar (optional)

Explain to the children that you have been asked to interview some people for a very special job in the king's palace.

Invite volunteers to be interviewed. If you have one use a toy microphone to add to the atmosphere.

### Training for the job

*Purpose: To introduce the fact that Daniel and his friends were to be trained for three years in order to serve the king.*

#### Gear

- Crumpled pieces of paper
- Several small plastic containers

Give each child a piece of crumpled paper and ask them to spend two minutes practising throwing the paper into the small containers.

At the end of the time invite the children to take part in a contest to see who is the best at throwing the paper accurately.

Link this to the 'job interview' by telling the children that the job at the royal palace is throwing scrap paper in the royal bin.

### **Chat time**

Lead the following discussion.

**In our first activity we had to answer some questions to see if we were suited for a job serving the king. It turned out the job was throwing scrap paper in the bin at the palace!**

**Today we are going to learn about some people who really were chosen to serve in a king's palace. We trained for two minutes for our paper-throwing job, however, they trained for three years so they could serve the king.**

## **Bible focus**

### **Links**



**What do you think is the most important message in the Bible?** (Accept responses. God shows us what he is like in the Bible and has also told us how he has always planned to save his people so they can live as his friends forever.)



**Each session we will have a special word to help us remember what we are learning about God's word.**

**Let's find out what today's word is.**

Draw seven lines on the sheet of blank paper. Ask the children to suggest letters that may be in the word. (The word is 'PROMISE'.) Allow the children to continue suggesting letters until the word has been spelled out or a child has guessed the word.

Show the children the special word flashcard you have made and display it where they can all see it.

### **Teaching time**

Display the CEP Bible timeline posters and refer to them as you introduce the lesson.

**God had made a very special promise to Abraham – he would give him land, make him the father of a nation and also that the people of other nations would be blessed through his family.**

**Many years after this, God spoke to Moses who became the leader of God's people, the Israelites.**

**He told Moses that if the people worshipped him alone and obeyed him then they could remain in the land he was giving his people.**

**However, God also promised that if they disobeyed him they could not stay in the land of Israel.**

**Do you think the people obeyed God and trusted him?** (Accept responses.)

**The people didn't obey God and lived their own way. God loved his people and sent messengers to warn them to turn back to him.**

**Do you think the people listened?** (Accept responses.)

**The people continued to live their own way.**

**Eventually God kept his promise. Israel was invaded by soldiers from Babylon and the people were taken captive.**

**The people were taken a long way from their homes. God's people were now living in exile.**

Display **Leader's poster 1** and point out the people living happily in the Promised land and then being taken into exile. Don't stop to read the words on the poster now as this will be covered in **Bringing it together**.

Take time to briefly explain that to be exiled means to have to live away from your own country.

**Why do you think God allowed his people to be taken from the land he had given them?** (Accept responses. So they would learn to obey God and realise that he loves them and wants them to live his way.)

**Babylon was a long way from Jerusalem and the special land that God had given his people. But God still loved his people and didn't forget them.**

**King Nebuchadnezzar was the ruler of Babylon. The Babylonians worshipped other gods.**

Display the Visual aid of King Nebuchadnezzar (page 16).

**King Nebuchadnezzar needed some young men to be trained up to serve in the royal palace. They would be taught how to speak and write the Babylonian language.**

**He said the men must be healthy, handsome, smart, wise and educated.**



Daniel, Hananiah, Mishael and Azariah were chosen by the king's official along with other young men.

Display the Visual aid of Daniel and his friends (page 17).

Daniel and his friends were some of God's people who had been taken into exile. The name Daniel meant 'God is my judge'.

The Babylonians didn't want Daniel and his friends to worship God and so they changed their names. Daniel became known as Belteshazzar. His friends became known as Shadrach, Meshach and Abednego.

How do you think they felt having their names changed? (Accept responses.)

The king gave a command that the young men were to be fed the same food and drink that he was served.

The king ate rich food. The king also ate some food that had been prepared in such a way as to honour his gods and not the God of Daniel.


Daniel loved and trusted God and wanted to live God's way. He knew that God's law for the people of that time forbade them eating certain foods or food that hadn't been prepared in a certain way.

Daniel and his friends wanted to honour God and obey his laws.

He asked the official if he and his friends could just eat vegetables and drink water.

The official didn't want to go against the king's orders and said, 'No'.

But Daniel really wanted to live God's way. He asked someone else his question.

 Read **Daniel 1:11–14** from a CEV Bible.

Do you think that Daniel and his friends will look healthy? Why or why not? (Accept responses.)


Daniel and his friends were the healthiest of all the young men.

Daniel studied hard and read many books. God made Daniel and his friends clever and wise.

After three years all the young men went before King Nebuchadnezzar.

He interviewed each of the men and found that Daniel and his three friends were the most outstanding. They became the king's servants.

This is what the Bible says about Daniel and his friends.

 Read **Daniel 1:20** from a CEV Bible.

**The three men had obeyed God and God had blessed them and made it possible for Daniel and his friends to live his way even though they were in exile.**

### **Music spot**

Choose from the following songs.

**Turn around**, track 17 on CEP's *Promises, promises* CD.

**Come on and follow**, track 11 of *The King, the snake and the promise* CD.

**God keeps his promises**, track 4 on CEP's *Earth movers* CD.

## Activities

Do the **God's family notebook** activity first and choose from the others if you have time.

### **God's family notebook**

#### **Gear**

- A children's **God's family notebook** for each child
- Coloured pens and pencils

Hand out the notebooks and ask the children to write their name in the space provided on the cover. Discuss the picture on the cover of the notebooks.

Encourage the children to write their name in the space provided on page 1. Filling in the rest of this page can be left for times when they finish the activities early.

**God had promised Abraham that he would be the father of a whole nation and also promised him land for the people to live in.**

**Let's find out what promise God made later to Moses about living in the land.**

Ask the children to turn to page 2 and complete the first activity in their notebook.

**Why were the people sent into exile?**

Ask the children to complete the second activity in their notebook.

**What was the name of one of the young men chosen to train to serve the king?** (Daniel, Hananiah, Mishael and Azariah.)

### **How did Daniel show he loved and trusted**

**God?** (Accept responses. He didn't eat the food that was disallowed at that time by God or food that honoured other gods.)

### **How did God help Daniel and his friends?**

(Accept responses. He helped them to be able to live his way even in exile because the guard let them have a ten day trial on eating vegetables. He made Daniel and his friends to be wise.)

Invite the children to choose the qualities that Daniel displayed from the menu and to draw a picture of Daniel.

Make sure the children have written their name on the cover of their **God's family notebook** and collect them ready for use in the next session.

### **Quick quiz**

#### **Gear**

- A list of general knowledge questions suitable for your group

Remind the children that Daniel and his friends studied many books and God made them clever and wise.

Explain that you are going to hold a quiz.

Divide your group into two teams.

Ask a question alternatively to each group. You may choose to keep score.

### **Who are you?**

#### **Gear**

- A list of names that are different to the children's names in your group
- Each name written on a small piece of paper

Remind the children that Daniel and his friends were renamed.

Ask the children to listen carefully as you give a new name to each child.

Read a name aloud and give the piece of paper to the first child. Continue until all children have a new name.

Ask a child to come to the front and see if the other children can remember the child's new name. Allow three guesses before revealing the name.

### **Vege time**

#### **Gear**

- Vegetable soup or raw vegetables and dip

Remind the children that Daniel and his friends chose to obey God in what they ate. Point out that this was only for a certain time and that God's people today are not under that particular rule.

Take time out to eat with the children.

## **Bringing it together**

Display **Leader's poster 1** and the special word flashcard, **Promise**.

### **What was the special word we read at the**

**beginning of the lesson?** (Accept responses and ask one child to come and hold the flashcard for you.)

Read the sentences printed on **Leader's poster 1** to the children and discuss why God had allowed his people to be taken from the land he had given them.

***God promised his people that if they obeyed him they could live in the land but if they disobeyed and did not trust him they would have to leave the land.***

***God's people disobeyed him and were taken into exile but God still loved them and helped them.***

***Daniel and his friends were chosen to serve the king.***

Discuss with the children how Daniel and his friends would have felt being taken so far away from their home. How would they have felt being given different names? They were in a strange place, with a different language and now they had different names!

Allow time for the children to discuss the different and difficult problems Daniel and his friends would have been facing.

**Next session we will see how God continued to be with his people and to help them.**



## **Memory verse**

### **Gear**

- Memory verse written on top of a large sheet of paper
- Small pieces of paper to cover individual words
- Blu-Tack

Display the Memory verse. Cover each individual word with a piece of paper. Attach each piece with Blu-Tack.

Write the words of the Memory verse in random order on the bottom of the sheet.

Ask the children to suggest which word they think comes first in the Memory verse. Uncover the first word to check if they were correct. Continue until all words are revealed. Read the verse with the children.

### **Worship and honour the God of Daniel.**

#### **Daniel 6:26a (CEV)**

### **Prayer**

Invite the children to repeat the following prayer.

**Dear God, thank you that you helped Daniel. Help us to understand that you still help your people today to live your way. Amen.**

## **Take home**

### **Gear**

- A copy of the Vegetables photocopyable (page 18) for each child
- Coloured pens and pencils
- Scissors and glue sticks
- A paper plate for each child

Invite the children to colour the vegetables. They can then cut them and the Memory verse out and glue them onto their paper plate.

Encourage the children to take their plates home and explain to their family and friends why Daniel chose to eat only vegetables rather than the king's rich food.

### **Think about it**

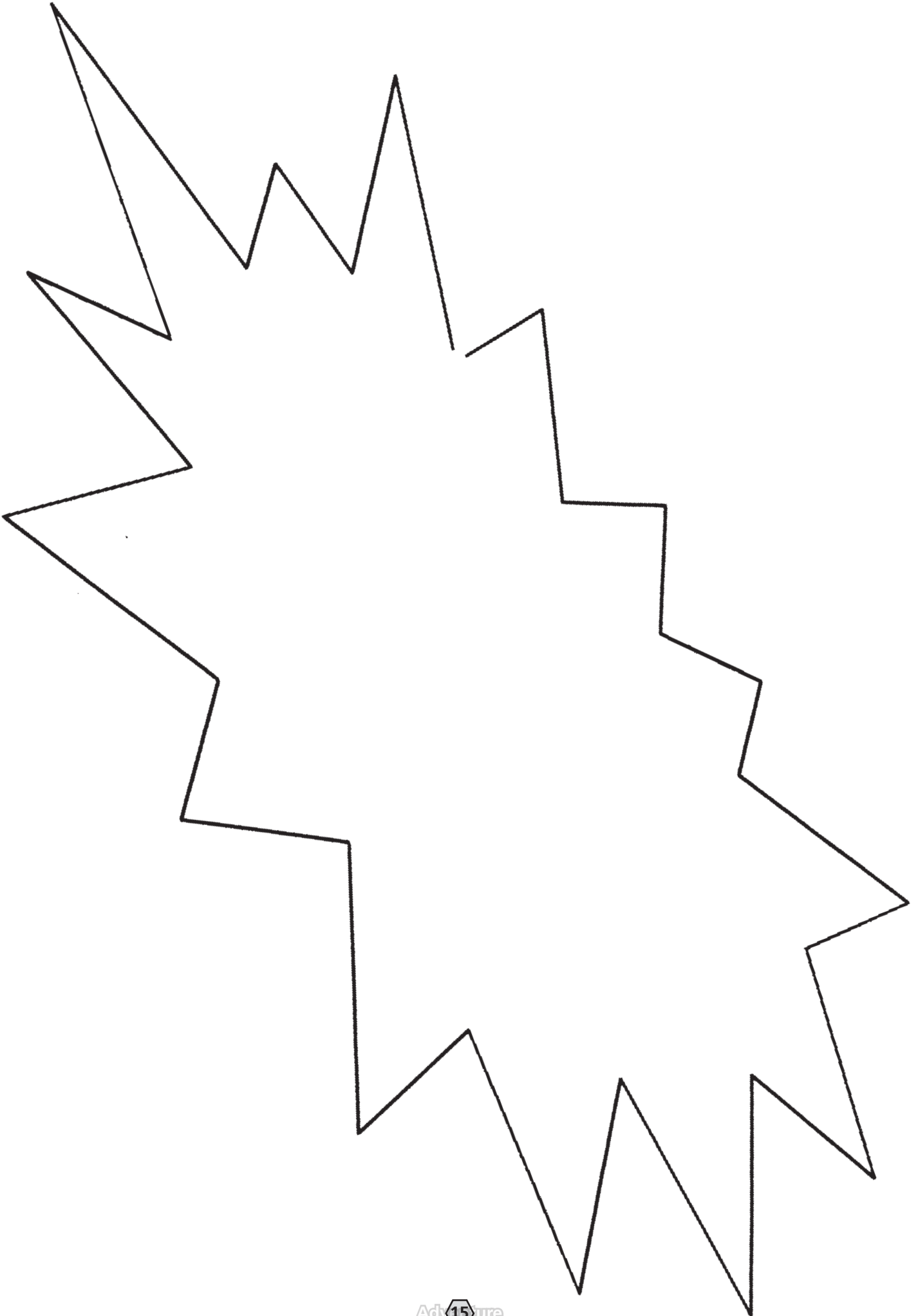
Did the children understand that God sent the people into exile to encourage them to turn back to him and live his way? Make sure the children understand that God's way is the best way.

### **Think ahead**

You will need: the Special word flashcards – Understanding and Promise from Session 1; **Leader's posters 1 and 2** (The king's dream); the Visual aid of King Nebuchadnezzar from Session 1; Visual aids of the Certificate (page 26) and the Statue (page 27); the Memory verse written onto fish shapes, paper clips, a magnet on a string and a bucket or large container.

You will also need the children's **God's family notebooks** and a copy of The king's dream photocopyable (page 28) for each child.

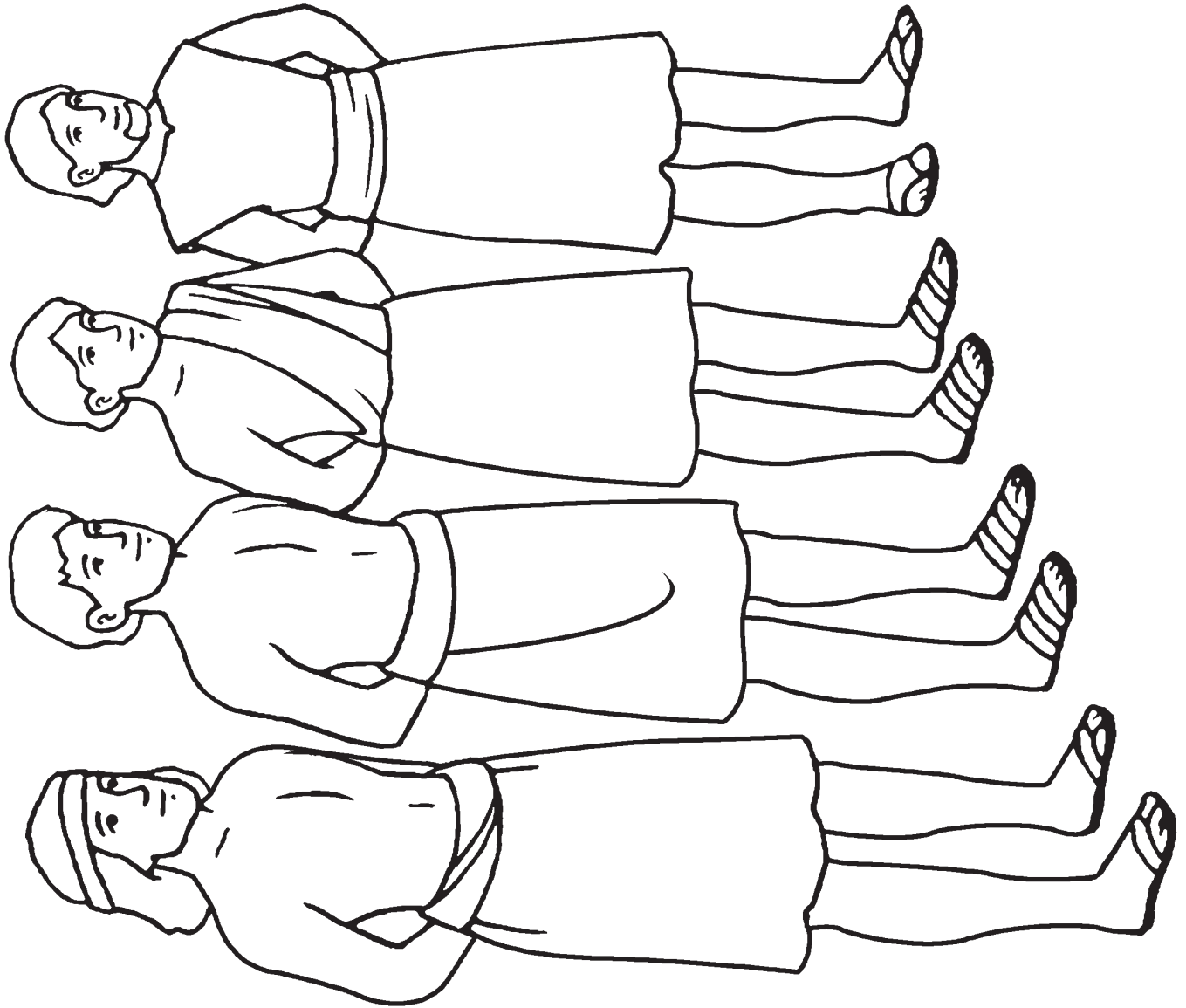
See **Gear** for Session 2 (page 20).





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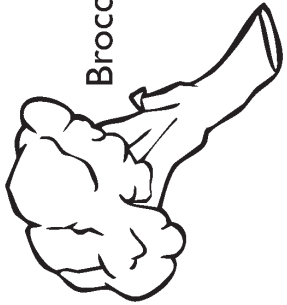


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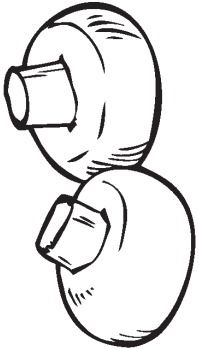
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**Worship  
and  
honour  
the God  
of Daniel.**  
Daniel 6:26a (CEV)



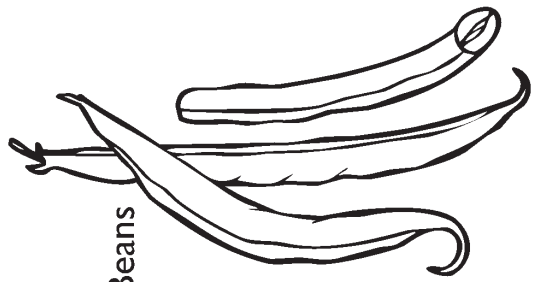
Broccoli



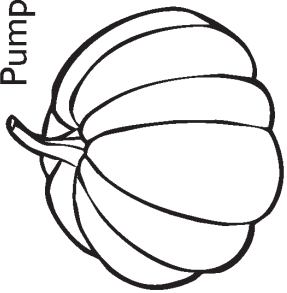
Mushrooms



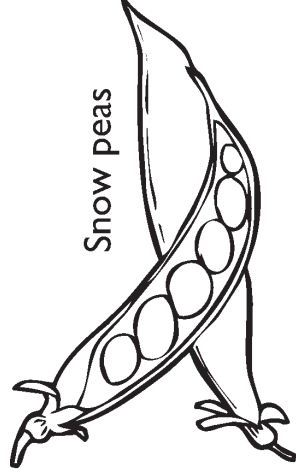
Capsicum



Beans



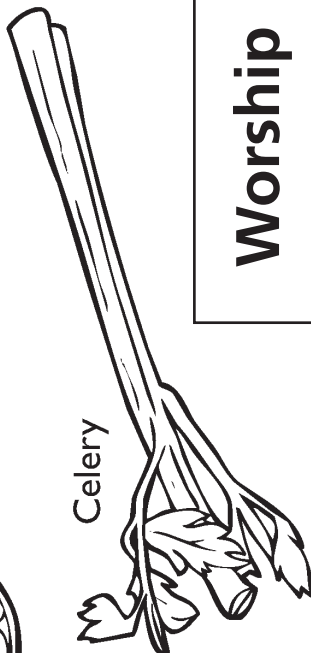
Pumpkin



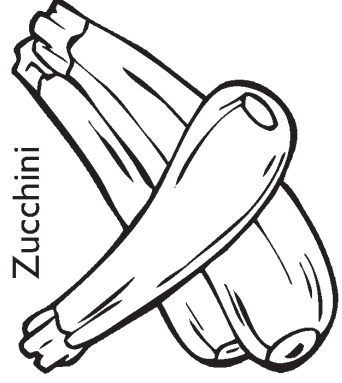
Snow peas



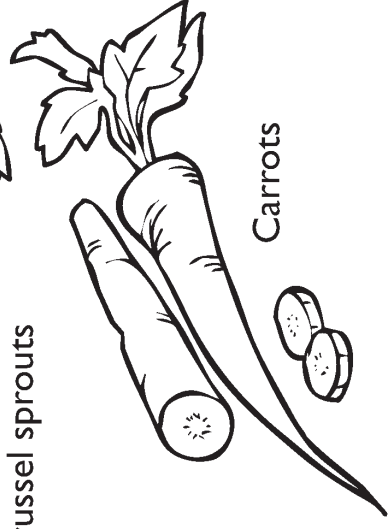
Brussel sprouts



Celery



Zucchini



Carrots