

LIVING
THE WORD

CARIBBEAN BIBLE LESSONS



Discoverers

Older Children • Age 10-12 • Teacher Guide

May • June • July • August • 2022





Older Children • Age 10-12 • Teacher Guide

The learning activities suggested in this book are used as a part of the teaching plan provided in the *Older Children Learner Guide*. It is strongly recommended that each church provides a copy of the *Older Children Learner Guide* for each Older Children teacher as well as for each Older Child.

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Acknowledging Your Students' Efforts and Achievements

How do you acknowledge your Sunday School students' effort and achievements? Is the annual Sunday School Award adequate to keep the children motivated throughout the year?

Our understanding of external motivation suggests that relying on future rewards, may not be effective for all or most students, especially the younger ones. Some children require immediate, short term and phased incentives, repeated frequently to maintain interest. So, while the end-of-year awards ceremony is something to look forward to, it is more like the 'icing on the cake'.



For What Should Students be Recognised?

Children should be recognised for:

- ▶ Good behaviour— Some children need help to encourage good behaviour. Maintaining focus can be challenging, even when every effort is made to ensure that the activities are engaging. (Punishing children or use of negative rewards is not appropriate for Sunday School)
- ▶ Regular attendance and punctuality
- ▶ Lesson preparation and learning the memory verse
- ▶ Class participation — critical for achieving Sunday School goals
- ▶ Courtesy, generally being helpful and supportive of each other
- ▶ Volunteerism — Learning to volunteer readily is a value to be highlighted.

Based on your observations, the list can be extended with other actions, which contribute to the effectiveness of the Sunday School.

What Are Suitable Rewards?

Debates on the merits of extrinsic rewards, suggest that care should be taken to ensure that rewards are not seen as 'bribes'. Care should be exercised to avoid the prize becoming the focus, and not the reason for receiving the prize, or rather than inducing motivation. You can engage your students in determining the reward system and types of rewards. In this way, acceptance of the system is more likely. The type of rewards will depend to a large extent on available resources and your creativity. Some considerations are:

- ▶ Applause
- ▶ Medals
- ▶ School supplies – pens, pencils, crayons
- ▶ Book markers
- ▶ Short citations (typed up on attractive paper). Challenge yourself to "create" some medals or other tokens from affordable materials.

How Often Should Children be Rewarded?

Recognition can be done weekly, monthly or at the end of each unit. Ensure that every student is acknowledged for something positive over a two-week period, or a time period you consider appropriate for your class.

Should Parents be Acknowledged?

Please remember the parents who make the effort to take or send the children to Sunday School. Without the commitment of our parents, the Sunday School will be seriously impacted. An occasional Thank-you note sent with the students, or face-to-face acknowledgement will serve to encourage them as well. As the saying goes, "encouragement sweetens labour."

Meet Our Writers

MAY

Dafflyn Campbell - Jamaica

Dafflyn has been a Christian for over 45 years. She has been active in church work for more than 30 years. She is a Sunday School teacher, she is involved in the Prayer Ministry in her church and the Women's Federation, in which she served as national president. Dafflyn said: "Writing for Older Children has caused me to think more of my dependence on the Holy Spirit in my lesson preparation and delivery. I have also become more committed to lesson preparation ahead of Sunday School." Dafflyn is a Guidance Counselor.



JUNE

Patricia Palmer - Jamaica

Patricia became a Christian in her teen years. She is a member of the choir and she teaches Older Children in Sunday School. Patricia's involvement in writing lessons for Older Children, in the CCP curriculum development, has deepened her appreciation for ministry in 'Child Evangelism'. She recognizes the need to make the lessons not just Bible facts but also learning experiences which will help the children to become more Christlike. Patricia is a Guidance Counselor.



JULY

Carol Mascoll- Barbados

Carol has been a Christian for 38 yearss and a Sunday School teacher for 7 years. She said the experience of writing lessons for the Older Children curriculum has strengthened her own commitment as a teacher. In teaching her class, she does no less than what she has suggested in the Teacher Guide. While she has been pleased with her own results, she reminds teachers to use the recommendations as a guide but also explore their own creativity, based on their individual situations. Carol is a primary school teacher.



AUGUST

Joyce Graham - Jamaica

Joyce has had vast experience in many areas of church ministries. She has been a Christian for over 60 years, She is presently involved in the Women's Federation and, the Missions and Hospitality committees at her church. Joyce taught Older Children for 10 years. Her experiences with the group and as Sunday School Superintendent encouraged her to write lessons for that age group. The writing experience has deepened her appreciation for full dependence on the Holy Spirit for guidance and inspiration. Joyce is a retired teacher.



With Sincere Gratitude to our Joyful and committed servants of God.

Weekly Planning Checklist

Timely planning and preparation of the Sunday School lessons will provide personal interaction with the lessons and help you to achieve the learner goals. A checklist is a useful reminder as you plan your lessons weekly.

Here are some suggestions for you to incorporate in your weekly planning.

Personal Readiness

- ☛ Always prayerfully seek the guidance of our Lord in your weekly preparation. Remember, “He is the Potter, we are the clay”
- ☛ Think about the lesson often and allow the Holy Spirit to use it to minister to you.
- ☛ During the week, pray for the children in your class, especially for those with special challenges.
- ☛ Make an honest response to the Reflection, provided at the end of the Teacher Bible Study. How does the lesson apply to you?
- ☛ Remember to contact your absentees each week.

Prepare the Lesson

- ☛ Be sure to read the weekly Teacher Bible Study in your Guide. It will help to bring focus to each lesson.
- ☛ Read the Bible Focus carefully. If possible, read it from several versions of the Bible.
- ☛ Know the focus of the lesson. Ask yourself: What do I want the children to say when parents ask, “What did you learn today?”
- ☛ Practise so that you can present the lesson in an interesting way.
- ☛ Read the Bible story in the *Learner Guide* and plan how you will use it in your presentation. It is always better not to read the lesson to the children.
- ☛ Prepare the suggested **visual aids** as well as other appropriate learning aids. Learning aids are effective in reaching the age group you teach.
- ☛ Study the **Memory Verse** for the week and prepare the activity you will use to help the children to memorize it.
- ☛ Colour the **Teaching Picture**. Plan how you will incorporate it in the lesson.

Group Activities

- ☛ Be sure to plan at least two **Group Activities** for each lesson.
- ☛ Provide enough material so that each child can participate and benefit.

Teaching the Class

- ☛ Observe the teaching steps in the **Teacher Guide**. Recognize the uniqueness of each child and try your best to touch each life.
- ☛ Be mindful of children with undesirable behaviours; for example, “Disruptive Demario”. You may be the person God will use to bring about change in their life.
- ☛ Make sure you provide opportunities for Older Children to accept Christ, as they respond to the lesson and the prompting of the Holy Spirit.

MAY 2022 - Overview: FAMILY—A GODLY HERITAGE

Session Title & Bible Focus	Memory Verse	Unit Description
Boaz Marries Ruth Ruth 2: 4:1-6, 13-17	Ruth 4:14b NIV <i>"Praise be to the LORD, who this day has not left you without a kinsman-redeemer."</i>	The unit is a study of the family as a heritage from God. It highlights how a male relative took responsible action to show care within his family. It also highlights the love and compassion of a mother, parents' responsibility to teach God's Word in the family and the impact of providing children with godly instructions at an early age.
A Mother Shows Her Love 1 Kings 3:16-28	Proverbs 31:29 NIV <i>"Many women do noble things, but you surpass them all."</i>	
Good Advice to Parents Proverbs 23:13-25; 29:15,17	Proverbs 22:6 NIV <i>Train a child in the way he should go, and when he is old he will not turn from it.</i>	
Timothy's Godly Training Acts 16:1-3; 2 Timothy 1:1-5; 3:14-15	Proverbs 23:22 NIV <i>Listen to your father, who gave you life, and do not despise your mother when she is old.</i>	
Abraham Receives God's Promise Genesis 21:1-8	Genesis 21:5 NIV <i>Abraham was one hundred years old when his son Isaac was born to him.</i>	The children will learn to show appreciation for each family member. They will learn too, that they, themselves, should be loving, caring, respectful and responsible family members.

May 1, 2022

UNIT 1: FAMILY—A GODLY HERITAGE

Lesson 1: Boaz Marries Ruth

Bible Focus: Ruth 2: 4:1-6, 13-17

Memory Verse: "Praise be to the LORD, who this day has not left you without a kinsman-redeemer." Ruth 4:14b NIV

Central Truth: Family members should show special care for each other.

As a foreigner and widow, Ruth could easily have become an outcast in Bethlehem. Her inability to provide for herself, could also lead to her becoming the responsibility of the community. That would cause some members to treat her as a burden.

The practice in which Boaz called on town elders and other witnesses to see him take Ruth as his wife, and acquire the land belonging to his deceased male relatives, was an Israelite custom. It was known as Levirate marriage. It was the custom that a widow was expected to marry a close male relative of her deceased husband; thus keeping property within the family.

Boaz was a relative of Naomi's deceased husband, Elimelech. Boaz explained that there was another male closer in line to marry Ruth. When that man declined to marry her, the way was clear for Boaz to do so.

God did not allow Ruth, the faithful daughter-in-law of Naomi, to be treated as a victim. God provided Boaz, whose name means 'He comes in strength', as the one to provide for Ruth and Naomi and to be their 'kinsman redeemer'.

Boaz was an honourable man. In his commitment to marry Ruth, Boaz showed respect, loyalty and love toward his family. He also displayed his integrity and responsibility before God and in his community. His action encompassed three concerns:

a) protection of the land which belonged to Elimelech, b) protection of the identity and integrity of Ruth, the Moabite and c) protection of the family name of the original property owner (vv. 3-5). This reminds us of how God responded to us as human beings in need of a Redeemer, when He sent Jesus to redeem us and make us a part of God's family.

God blessed and honoured the marriage of Boaz and Ruth in a unique way. Obed, their son, became the grandfather of David, Israel's greatest king. David was the ancestor of Jesus, the promised Messiah. Ruth, a Moabite—a potential outcast—became a key person in both Jewish and Christian history.

REFLECTION: *Do I sufficiently and willingly help family members, especially those from my extended relatives?*



Prepare the Lesson

Aim:

Boys and girls will identify role models in their family, and plan ways in which to follow their examples.

◀LARGE GROUP STUDY▶

► Make a **Unit Banner**: Cut a strip using a quarter of a sheet of cartridge or construction paper. Write the **Unit Title** across the centre. Punch four holes at the bottom through which you will attach each week's **Lesson Title Poster**.

► Write the **Lesson Title** for Week 1 on a sheet of construction paper.

► Plan how you will help the children to view the role Boaz played in his family.

Make **flashcards** with the following words:

PROVIDER, PROTECTOR, REDEEMER, KINSMAN. Write suitable and relevant explanations on the back of each card.

► Learn the words and tune of the song, "The Family", *CariSing*, page 66.

► Plan to teach the **Memory Verse** using *The Gleaning Game*. Write each word of the **Memory Verse** on three different coloured strips of paper. You should have three sets of the verse. Place all the words together in an envelope. After reading the **Memory Verse** from their *Learner Guide* or Bible, form three groups and assign each group a colour. Scatter the words on the floor or table, mixing the colours. Each child in a group will collect one word. The groups will compete to arrange the **Memory Verse** in the correct order.

Repeat the game twice, each time assigning a different colour to the groups. Finally, have each group recite the verse from memory.

► Colour the **Teaching Picture**. Write three questions with which you will introduce the lesson.

►SMALL GROUP LEARNING ACTIVITIES►

Group 1: The Family Necklace

☛ Collect sheets of paper, pencils and crayons.

☛ Each child will draw a necklace with beads to represent as many persons as they know of in their family.

☛ Beside each bead, they will write the name of the family member whom the bead represents.

☛ Prepare a sample drawing.

Group 2: Family Branches

☛ Collect sheets of paper, pencils and crayons.

☛ Each child will draw a tree. On it, the children will show four large branches to represent four grandparents. From those branches, they will draw extensions for parents, aunts and uncles. They will draw smaller branches to show siblings and cousins.

☛ Beside each branch they will write the name of the family member it represents.

☛ Make a list of the *branch groupings*.



Step 1: Start Off

- Arrange your class area before the children arrive. Display the **Unit Banner**. Ask one of the children who arrived early to attach **Week 1 Lesson Title** to the **Unit Banner**.
- Display the **Teaching Picture**. Prompt the children who have attended weddings to talk about their experience. Ask them what they like most about weddings.
- Say: *Today, we will learn about a man who showed that he really understood God's plan for families. Since we all live in a family, we can learn more about how to care for our family members.*
- Pray thanking God for family.

Step 2: Large Group Study

- With sensitivity, talk with the children about their families. Who are the members of their family? What makes up a family? In which ways do their family members help each other?
- Ask: *What do you know about the Bible character, Ruth?* Listen to the responses.
- Show the **Teaching Picture**. Ask the questions which you prepared.
- Tell the **Bible Story**.
- Share the following points:
 - *God decides the family in which each person is born.
 - *God intends that family members be helpful to each other. However, because people disobey God's instructions, some families do not function well.
 - *The story shows how Boaz willingly helped members in his family who had a need. It shows that he was loyal to the family in which God had placed him.
- Discuss the words on the **flashcards** showing how each relates to Boaz.
- Explain that there are many ways in which we can show care in our families. Ask a few volunteers to tell some ways.
- Pray, asking God to help the children to become aware of ways in which they can show special care in their families.
- Teach the song, "The Family".

Step 3: Small Group Activities

Group 1: The Family Necklace

- 1) Explain the activity and hand out the material.
- 2) Display the sample you prepared.
- 3) Allow the children to complete the activity.

Group 2: Family Branches

- 1) Explain the activity. Display the *branch groupings* list to help the children.
- 2) Take a little time to explain the difference in the branch groups and how to arrange them.
- 3) Allow the children to complete the activity.

Step 4: End the Session

- 1) Reassemble the children.
- 2) Teach the **Memory Verse**.
- 3) Ask a volunteer to explain how the **Central Truth** is shown in the lesson.
- 4) Let the children share what they did in **Group Activities**. If the activities were not completed, encourage the children to complete them at home. Tell them to show the finished work to their family members.
- 4) In closing, ask for a show of hands of children who will start pleasing God in doing what they can to help and encourage family members. Pray, asking for God's blessing on the children.

May 8, 2022

UNIT 1: FAMILY—A GODLY HERITAGE

Lesson 2: A Mother Shows Her Love

Bible Focus: 1 Kings 3:16-28

Memory Verse: “*Many women do noble things, but you surpass them all.*”

Proverbs 31:29 NIV

Central Truth: The heart of a good mother is full of love.

God knows the secrets of every mother's heart. He sees the emotions of love and hate and all that falls between those opposites. Despite the hardship a mother may experience in caring for her child—whether the factors are social, economic, health or otherwise, the maternal bond normally generates sparks of love for a child.

It was such a spark in the heart of one mother that helped in deciding a case in which two women came to King Solomon, each claiming motherhood of the same baby. These women, one of whose newborn son had been accidentally killed, came to Solomon for him to decide who was the true mother of the child who was alive.

Although the dominant theme in the story is the wisdom of Solomon, the theme of ‘a mother’s love and protection’ is also clearly shown. Solomon wisely commanded that the living child be cut into two pieces and shared between the two women. One woman refused: *The woman whose son was alive was filled with compassion for her son* (1 Kings 3: 26 NIV). She offered to let the other woman have the child. Solomon’s wisdom in deciding

the maternity of the child was a true test of love. The parental relationship was proved by the true mother’s burning compassion for her child. She would rather have the child live without her, than to die in the solution of the case. She spoke to preserve the life of her son, because she loved her son.

From the opposite responses of the two women, King Solomon knew the real mother. She was rewarded when Solomon ruled: “*Give the living baby to the first woman. Do not kill him; she is his mother*” (v. 27). Certainly, the first woman proved to be the better mother because of her compassion for her son. She experienced the joy of his being saved from death and returned to her.

Coupled with the true mother’s genuine love was her wisdom in expressing her desire for the child’s life to be preserved. This is a reflection of the numerous wise decisions taken by mothers in the daily course of parenting their children.

REFLECTION: *In which ways do I show appreciation for the sacrifices made by my mother, or mother figure, to help me succeed in life?*



Prepare the Lesson

Aim:

Children will learn that they should show appreciation to their mother for her love, and accept that, sometimes, mothers experience difficulties in caring for their children.

◀LARGE GROUP STUDY▶

► On a large sheet of paper, write some words and phrases which reflect the love of a mother. For example: *Always busy as a bee, hardly ever free, endures emotional pain, cuddles us, wants us to succeed, can't sleep sometimes, kind, often tired, looks about our needs, selfless*. Write as the title: **A MOTHER'S LOVE**

► On a sheet of construction paper, write the **Lesson Title** for Week 2.

Plan to teach the **Memory Verse** by **Round Recital**: Arrange the children in two groups. One group will start reading the verse. When that group gets to the word, ‘things’, the other group begins to read. Repeat the activity three times. Finally, ask the groups to repeat the **Verse** together.

► Prepare to discuss the outstanding way in which the mother in the **Bible Story** showed her love for her child. Point out that because of her love for the child, she preferred to have the child live without her than to have him killed as a solution to the dispute.

► Plan to prompt the children to find words which show the mother's feelings for her child. You could suggest the following words, *compassion, pain tenderness, love, yearning*.

► Prepare copies or a chart of the song, “When I Was a Baby”, *CariSing*, page 66.

► Colour the **Teaching Picture**. Plan to guide the children in comparing the two women's behaviour toward the child.

▶SMALL GROUP LEARNING ACTIVITIES▶

Group 1: Mother's Heart

☛ Make a large drawing of a heart on construction paper. On the heart, write the following words: LOVE, PEACE, KINDNESS, FORGIVENESS, DISHONESTY, ANGER, DISGUST, PROTECTION, CARE, MALICE, JEALOUSY, BITTERNESS.

☛ Provide a copy of the heart shape and a pencil for each child in Group 1.

☛ Provide a few dictionaries for the group. The children will circle the words showing emotions or feelings in the heart of mothers. They will also write the meaning of each word.

☛ They will cross out the words which indicate what mothers would not keep in their heart for their children.

Group 2: My Best for Mother

☛ Provide drawing paper, pencils and crayons.

☛ The children will divide the page in two. On the top half, they will show how they think about their mother, or mother figure, by drawing the best gift they would like to give to her. On the other half, they will explain how their drawing represents their mother.

Teach the Lesson



Step 1: Start Off

•As the children gather, have them form a circle. Invite each child to thank God for his or her parents. If a child is not living with his or her parents, encourage him or her to thank God for grandparents, or other parental figures; then pray, thanking God for all that parents do for their children. •Ask a child to attach the **Lesson Title Poster** for Week 2 to the **Unit Banner**.

Step 2: Large Group Study

•Display the **Mother's Love** chart. Let the children read the descriptions of a mother. •Teach the **Memory Verse** (See the **Round Recital** activity on page 10).

•Have the children find the Scripture passage in their Bible. As you tell the **Bible Story**, request children by name to read specific sections. Use readers of different abilities, including not-so-fast readers. In doing this, the children can learn that everyone can and should read the Bible. •After you tell the story, ask the children to tell what they think of each mother. Discuss *compassion, tenderness, pain, love and yearning*. •Teach the song, "When I Was a Baby", *CariSing*, page 66. •Ask volunteers to share what they know using some of the words and phrases from the **Mother's love** chart.

Step 3: Small Group Activities

Group 1: Mother's Heart

1) Distribute the activity sheets and pencils. 2) Explain what the children will do (see page 10). 3) Make the dictionaries available. 4) Allow the children to complete the activity.

Group 2: My Best for Mother

1) Say: *I know you all have the best mom in the world. Today, you will pretend giving mom the best gift you can. You will draw the gift. Then you will write why mom deserves that gift* (see page 10). 2) Hand out the sheets of paper, pencils and crayons.

3) They will decorate the edges of the page to their liking. Encourage the children to take the drawing home for Mother.

* For both activities, be sensitive to children who seem unhappy, perhaps because of negative personal experiences. Show as much care as possible.

Step 4: End the Session

1) Reassemble the children while singing "When I Was a Baby". 2) As time allows, have them share what they did in **Group Activities**. 3) Have the children close their eyes and repeat the **Memory Verse**. 4) Invite the children to repeat the sentence prayer below, filling in the blanks with **mother, grandmother, aunt, sister or (other mother figure)**. *Lord, I thank you for my _____, who takes care of me. Please bless her everyday. Amen.*

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