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CARIBBEAN BIBLE LESSONS



Discoverers

Older Children • Age 10-12 • Teacher Guide

January • February • March • April • 2023





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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MEET OUR WRITERS

JANUARY



Wayne Smith - Jamaica

Rev. Smith is a graduate of the United Theological College of the West Indies and the University of the West Indies. He has been a Christian for over thirty years. He has said that Sunday School is among his greatest motivating factors in the church. He recognises its invaluable role in Biblical teaching in groups of similar characteristics. He found writing for Older Children a very valuable experience. It has heightened his awareness of the comprehension levels of children. He seeks to ensure that in the churches he pastors, the children are neither excluded nor bored in the worship service.

FEBRUARY



Keisha Mitchell - Jamaica

Dr Keisha has served in various ministries and is currently a lay preacher with the Methodist Church of the Caribbean and the Americas, Jamaica District, Western St. Andrew Circuit. Her journey of faith which spans over twenty-five years, has resulted in two books: Simple Treasures and Black Gold. The opportunity of writing for the Older Children curriculum has caused her to focus on the unique characteristics of the age group. She observed that children are similar but also different. She is currently an Adjunct with the Southeastern Caribbean College (St. Lucia).

MARCH



Annette George-Boney - Dominica

Annette has been a Christian for thirty-nine years. She is involved in church administration and is also the president of Women's ministry. Annette became involved in children's ministry in 2009. She is a Sunday School teacher. She became a writer for the CCP Older Children curriculum in 2010. Annette appreciates the need for Bible study and the need to rely on God in the preparation of the lessons. Mrs Boney is a Systems Analyst at the Inland Revenue Department in Roseau.

APRIL



Inez Nairn - The Bahamas

Inez has been a Christian for over thirty years. At the time of writing, her involvement in her church included, teaching Older Children in Sunday School, the choir, the singles' ministry, usher ministry and the praise team. Inez became involved in the CCP Older Children curriculum in 2012. Miss Nairn believes that the writing experience has heightened her awareness and commitment to include learning activities suited to the different learning styles of children. Miss Nairn is a high school teacher in the area of business studies and cosmetology.

Thank you for your service to Christ and the children of the Caribbean through CCP.

JANUARY UNIT OVERVIEW: LEADERS IN GOD'S WORLD

Session Title & Bible Focus

A Prophet and Judge

1 Samuel 3:1-21; 7:3-17

January 04

A Chosen King

1 Samuel 8:1-9, 19-22;
9:1-10; 10:1-6

January 08

A Disobedient King

1 Samuel 15:1-28

January 15

A Good King

1 Samuel 16:1-13;
2 Samuel 5:1-4;
Psalm 5:1-3

January 22

A Wise King

1 Kings 3:5-13; 6:1-14

January 29

Memory Verse

1 Samuel 12:23 NIV

"As for me, far be it from me that I should sin against the LORD by failing to pray for you. And I will teach you the way that is good and right."

Proverbs 13:13 CEV

If you reject God's teaching, you will pay the price: if you obey His commands, you will be rewarded.

1 Samuel 15:23 NIV

"For rebellion is like the sin of divination, and arrogance like the evil of idolatry. Because you have rejected the word of the LORD, He has rejected you as king."

2 Samuel 5:10 NIV

And he became more and more powerful, because the LORD God Almighty was with him.

James 1:5 NIV

If any of you lacks wisdom, you should ask God, who gives generously to all without finding fault, and it will be given to you.

Unit Description

The lessons in the unit show that God can use rulers to achieve His purposes in His world. The children will learn the following: **a)** Godly leaders know that they should respect God's authority and obey His commands. **b)** God uses leaders in different ways. **c)** When earthly leaders relate to God as King of their life, their leadership will be pleasing to Him and they will receive His blessings.

Unit Central Truth

God has ultimate power and He desires kings and other leaders to obey Him; and so all leaders should use their God-given skills in service to God.

Unit Aim

Older Children will tell the different ways in which each leader, studied in the unit, pleased or displeased God. They will understand the importance of obeying God.

JANUARY 1, 2023

Unit 1: LEADERS IN GOD'S WORLD**Lesson 1: A Prophet and Judge****Bible Focus: 1 Samuel 3:1-21; 7:3-17**

Memory Verse: *“As for me, far be it from me that I should sin against the LORD by failing to pray for you. And I will teach you the way that is good and right.” 1 Samuel 12:23 NIV*

Central Truth: Good leaders honour God and show obedience to Him.

As a young boy serving in the Lord's House, Samuel was awakened one night by the voice of God. At that time, widespread, prophetic ministry was rare. Although Moses and Joshua had led Israel by the direct Word of God, during the period of the judges all the people did what was right in their own eyes (Judges 17:6; 21:25). Given the absence of widespread prophetic ministry, God was about to use Samuel to restore communication between Himself and Israel.

After calling Samuel three times in the night and appearing to him in a vision, God gave him a gloomy message for Eli, the priest: *“The guilt of Eli's house will never be atoned for by sacrifice or offering”* (1 Sam. 3:14 NIV). In the morning, Samuel was afraid to tell Eli the dreadful message. Samuel was accustomed to receiving messages from the priest. His role was now changed as he was to deliver God's message to the priest.

Samuel grew in the favour of God and in service to Him. The Lord continued to appear to him at Shiloh. Later, Samuel served as priest in the house of the Lord and in Israel. He persuaded the people to put away idols and to worship the true

God. When attacked by the Philistines at Mizpah, Samuel led the nation of Israel to repentance (1 Sam. 7:3-12). He knew that faithfulness and single-heartedness to God was a necessity for Israel's deliverance from her enemies.

In response to God's Word from Samuel, the people poured out water before the Lord, as a sign of repentance. They confessed: *“We have sinned against the Lord”* (v.6), thus revealing the true condition of their heart. After that, the Philistines stopped invading Israel's territory and the Israelites were able to recapture their towns and territories.

Samuel also served as judge in Israel. He travelled from his hometown at Ramah, annually to Bethel, Gilgal and Mizpah, and judged the Israelites (1 Sam 7: 16), settling their differences and administering justice.

Samuel listened to God. He had his heart set on pleasing God. As prophet, priest and judge, Samuel was Israel's mentor, always teaching them what was good and right.

REFLECTION: *Are people able to recognise from my actions and speech that I am obedient to God?*



Prepare the Lesson

Aim:

Older Children will learn that leaders should honour God and always obey Him.

◀LARGE GROUP STUDY▶

- ▶ Make a **Unit Poster** by placing five pairs of loops on a poster board. Each week, you will attach between a pair of loops, a large strip with the **Lesson Title** for the week.
- ▶ Plan to sing “Let God Lead”, *CariSing*, page 32. Make a chart with the words of the song or print copies. Prepare to explain what the song title means and have the children identify actions or behaviours which are evidence of following God.
- ▶ Think about how you can help the children to understand the following

Key Points:

- ☞ Godly leaders seek spiritual guidance.
- ☞ Godly leaders, by their own examples, motivate others to follow God.
- ☞ Godly leaders recognise that the Lord is the One in control.
- ☞ Godly leaders follow God’s leading by applying biblical truths to various situations.
- ☞ Godly leaders are not fearful, when they face difficult situations. They know that God works in all things for the good of those who love Him and are called to His purpose (Romans 8:28).
- ☞ Samuel is a good example of a godly leader.
- ☞ God wants earthly leaders to honour Him always.
- ▶ Prepare to teach the **Memory Verse** using the *Clothesline* activity: Cut five articles of clothing from paper. Divide the **Memory Verse** into four phrases.

Write each phrase and the reference on an article of clothing. You will hang them on a line of wire or cord. Plan to have a child take off an article of clothing before each repetition of the verse.

- ▶ Colour the *Teaching Picture*. Plan how you will use it.

◀SMALL GROUP LEARNING ACTIVITIES▶

- ▶ These activities, which can be found on page 6 of the *Learner Guide*, will help the children to become aware that all leaders should themselves be led by God, and display godly characteristics.

Group 1: The Godly Leader Bulletin Board

- ▶ Write the **Group Activity** title at the top of a poster board, with space below for the children to complete the following:

- *List four ways in which the Lord used Samuel in Israel.*

- 1) _____
- 2) _____
- 3) _____
- 4) _____

- *List some attitudes which leaders in today’s world could learn from Samuel.*

Group 2: People Who Lead

- ▶ Write the **Group Activity** title at the top of a poster board. Below the title write the following instruction:

- *List some types of leaders in your community and country. An example is shown.*

- 1) *Prime Minister*
- 2) _____
- 3) _____

- ▶ Provide a marker for each group.



◀STEP 1: START OFF▶

•Arrange the seats in a circle. •Display the **Unit Poster**, the **Memory Verse Clothesline** and *Teaching Picture*. •As the children enter, instruct them to read the *Lesson* from their *Learner Guide* and the **Bible Focus**.

◀STEP 2: LARGE GROUP STUDY▶

• Invite the children to sit in the circle of chairs. Have them find the passages as you will request individuals to read portions. Say: *Today, we will begin to look at some persons who were leaders. A leader should always set the right example for his or her followers. The leader's example should include honour and obedience to God. Today, our study will be about a leader named Samuel. He led Israel as a prophet and a judge.* •Explain who a prophet is - One who: **a) tells people what God said, b) brings warnings, c) encourages people to follow God, d) prophesies bad things that were to happen and e) tells good things that were to happen.** •Explain 'judge' in the context of the lesson—*Persons who ruled Israel at a time when there was no king. They conveyed God's messages to the people. People went to them when they needed advice. They also helped to resolve disputes among the people of God.* •Tell the **Bible Story** using the *Teaching Picture* as part of your illustration. Show how Samuel's leadership matches the **Key Points** noted on page 6. •Reinforce the **Central Truth** showing the importance of leaders being examples of what is good and right in the sight of God. •Remind the children that God may make them leaders in the future and when that happens, they should make sure that they please God in the way they lead. •Lead the class in singing "Let God Lead".

◀STEP 3: GROUP ACTIVITY▶

Group 1: The Godly Leader Bulletin Board

- 1) Display the bulletin board and explain the activity.
- 2) Share an example of what is meant by 'attitude'.
- 3) Hand out the marker.

Group 2: People Who Lead

- 1) Display the poster board and explain the activity.
- 2) Let the children state different types of community and national leaders, other than the example given. They will write those leaders.
- 3) Hand out the marker.

◀STEP 4: END THE SESSION▶

- 1) Reassemble the class.
- 2) Teach the **Memory Verse** using the *Clothesline* activity. See page 6.
- 3) Have the groups share their **Group Activities**. After, refer the children to the activity on page 7 of their *Learner Guide*, and tell them to complete it at home.
- 4) Prayer time: Say: *We will use the leaders identified by Group 2 to represent all leaders in our world. Let us pray. We will ask God to help leaders to be obedient to Him and to do what is good and right at all times.*
- 5) Lead the prayer and dismiss the class.

JANUARY 8, 2023

 **Unit 1: LEADERS IN GOD'S WORLD****Lesson 2: A Chosen King****Bible Focus:** 1 Samuel 8:1-9, 19-22; 9:1-10; 10:1-6**Memory Verse:** *If you reject God's teaching, you will pay the price; if you obey His commands, you will be rewarded. Proverbs 13:13 CEV***Central Truth:** God is the best King. We are wise when we allow Him to rule our life.

When Samuel became old, he appointed his sons to succeed him as judges of Israel. They, however, had moral weaknesses. They took bribes and perverted justice. The elders of Israel approached Samuel to appoint a king. Their reasoning was that they wanted to be like other nations (1 Sam. 8:1-5).

Samuel was displeased with the request for a king. His displeasure toward the people was that they wanted to be like other nations. He went to the Lord with the request. The Lord assured Samuel that the people were not rejecting Samuel. They were rejecting Yahweh, who was so good to them. The Lord told Samuel to warn the Israelites against their desire to have a king.

Samuel warned the people as the Lord told him to do. The Israelites, however, persisted in their demand. Being the author of love, Yahweh was more patient with the Israelites than Samuel was. He knew that they would realise the mistake they made in asking for an earthly king. However, He would allow them to learn from their experience. Yahweh told Samuel: *"Listen to them and give them a king"* (1 Sam. 8:22 NIV).

Instead of focusing on the privileges and protection they received, when they were living in obedience to God's laws, the

Israelites wanted to be like the unbelieving people in other cities.

Saul was an impressive looking young man. His father, Kish, was from a wealthy family. Saul had attributes which could make him serve well. He was the man who in all Israel came nearest to fulfilling their idea of what a king should be. He was the people's choice of a king. Saul was privately anointed by Samuel as commander and as king (1 Sam. 10:1). Provision was made for his public recognition as king. He became the first king of Israel.

Samuel had been a good leader. When the kingdom was passed on to Saul, Samuel would have hoped that Saul would rule as a man after God's own heart; that he would never do anything contrary to the Word of God. Samuel knew that God wants earthly rulers to be models of obedience to Him. They should lead by right standards.

When Saul heard about the great task for which he was chosen, his attitude was humble and his spirit sincere. However, the peoples' choice of him as king ended in failure. God's ways for His people are always better than what they think is best for them.

REFLECTION: *We should never forget that God always knows what is best for us.*



Prepare the Lesson

Aim:

Older Children will learn that God is not pleased when His people desire to be like persons who are ungodly.

◀LARGE GROUP STUDY▶

- ▶ Write the **Lesson Title** for the week to be attached to the **Unit Poster**.
- ▶ Include the following **Key Points** in your lesson notes:
 - ☞ Samuel remained God's leader over Israel for a long time. God was pleased with his leadership.
 - ☞ Sadly, when Samuel became old and allowed his sons to be judges, they did not follow Samuel's example. They took bribes and changed their decisions in court.
 - ☞ The Israelites decided that they wanted to have a king similar to what the nations around them had. Through Samuel, God warned the Israelites about what life with an earthly king would be like.
 - ☞ Despite Samuel's warning, the Israelites insisted that they wanted a king.
 - ☞ God knew that the Israelites would realise their error in desiring to be like the ungodly nations around them.
- ▶ Prepare answers for the following review questions:
 - 1) How were the Israelites different from other people living around them?
 - 2) Why did the elders ask Samuel for a king?
 - 3) How did Samuel feel when they asked for a king?
 - 4) How did Samuel warn the people?
 - 5) How did the Israelites respond after Samuel's warning?
 - 6) What was the main reason for which the Israelites wanted a king?

- ▶ Plan to teach the **Memory Verse** using a *Repetition Activity*.
- ▶ Prepare to sing "Let God Lead", using the chart from last week's lesson.
- ▶ Colour the *Teaching Picture*.

◀SMALL GROUP LEARNING ACTIVITIES▶

Group 1: Pick a Leader

- ▶ On strips of paper, write 12 words which describe a good leader and 5 words that are not characteristic of a good leader.
- ▶ You will attach the strips of paper to the wall at the children's eye level.
- ▶ Provide a scarf or strip of cloth to be used to blindfold the children for the activity.
- ▶ Provide tape or tacks.

Group 2: God Is the Best King

- ▶ Here are 12 words which describe God: WISE, ALMIGHTY, KIND, HELPFUL, GRACIOUS, CARING, FAIR, PEACEFUL, OMNISCIENT, JUDGE, MASTER, POWERFUL.
- ▶ Make an activity sheet with the title 'God Is the Best King'. Below the title, write the following instructions.

Unscramble the items below, and you will discover words that can be used to describe God.
- ▶ Scramble the 12 words given above, leaving sufficient space for them to be unscrambled.
- ▶ Make a copy of the activity sheet for each member in **Group 2**.
- ▶ Provide enough pens or pencils for each child.



◀STEP 1: START OFF▶

•Arrive early and arrange your class area. •As soon as the children arrive, have them find the focus passages and read as much of them as time allows. •Attach the **Lesson Title** to the **Unit Poster**. •Sing “Let God Lead”. •Pray, asking God’s help to make the lesson meaningful to the children.

◀STEP 2: LARGE GROUP STUDY▶

Say: *The Israelites were special to God. At that time in history, God always chose their leaders for them. They had leaders such as Moses, Joshua and Samuel. God protected them and took care of all their needs through the leaders whom He chose for them. In today’s lesson, we will see that they looked at the leaders of other nations around them, and wanted what they thought looked better than what they had. They demanded a king. Through this month’s lessons we will learn that God’s way is the best way and that we are wise when we make Him ruler over every situation in our life.*

•Arrange the children in reading groups for the **Bible Focus**. For each group, have one child read aloud while the others follow in their Bible. Allow five to seven minutes for reading. •Have the children remain in their reading groups. Ask the questions suggested on page 9. •Reinforce the story details as the children answer the questions. •Discuss the **Key Points** noted on page 9. •Teach the **Memory Verse**.

◀STEP 3: GROUP ACTIVITY▶

Group 1: Pick a Leader

- 1) Supervise this group while members of **Group 2** complete their worksheet.
- 2) The children will take turns being blindfolded. From the words on the wall, each child will pick one, after being blindfolded; then tell why he or she would like or not like, a leader to have that characteristic.

Group 2: God Is the Best King

- 1) Distribute the copies of the activity sheet with the scrambled words and the pens or pencils.
- 2) Allow the children to complete the activity.

◀STEP 4: END THE SESSION▶

- 1) Ask: *What did you learn today?* Let as many children respond as time allows.
- 2) Say: *Next week we will see what happens to the king whom the people chose.*
- 3) Ask if any child would like to start loving God some more and learn more about Him. Make a note of those who respond.
- 4) In closing, ask God to help all the children to be obedient to Him. Calling their names, thank God for the children who responded. Invite the children to return next week. Dismiss the class.

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