

Review of Israel's Conquest of Canaan; Division of the Land under Joshua's Leadership

Deuteronomy-Joshua



Old Testament 5
Part 1: Israel's Cycle of Disobedience; The Time of the Judges

SUNDAY MORNING

Old Testament 5 [Class Attendance Sheet](#) provided in activity sheets (NOTE: The document is interactive, allowing the teacher to type in the Class, Teacher, and the children's names.)

SCRIPTURE REFERENCES:

Numbers 27:15-23; Deuteronomy 3:23-28; 34; Joshua 1-4; 6; 13-21

MEMORY WORK:

YOUNGER CHILDREN: "But as for me and my house, we will serve the Lord" (Joshua 24:15c).

OLDER CHILDREN: "[C]hoose for yourselves this day whom you will serve...but as for me and my house, we will serve the Lord" (Joshua 24:15b).

SONGS AND FINGERPLAYS (SEE END OF LESSON FOR WORDS):

A [song book](#) and [audio recordings](#) of many of the curriculum songs are available on the curriculum Web site.

- ["The Death of Moses"](#)
- ["Joshua's Choice"](#)
- ["God's Little Children Love Living Right!"](#)
- ["Faith, Obedience, and Authority"](#)
- ["Rahab and the Spies"](#)
- ["Israel Crosses Jordan into Canaan"](#)
- ["Fall of Jericho"](#)
- ["Walls of Jericho"](#)
- ["Jericho's Falling"](#)
- ["Achan"](#)
- ["Achan"](#)

LESSON VISUALS AND TEACHING AIDS (NOTE ANY DISCLAIMERS):

- See [AP's Pinterest page](#) for ideas on bulletin boards, visuals, crafts, etc. [DISCLAIMER: Pins may sometimes need to be adjusted to be Scriptural.]
- [Judges and King Saul](#) Bible fact cards (provided under "O.T. 5 Bible Facts" on curriculum Web site)
- "Summary of the Bible" from ["Kids Prep"](#) CD by Jeff Miller
- Betty Lukens' felt pieces
- Joshua A Beka Flash-A-Card Series (DISCLAIMER: use the cards, *not the lesson book*)
- [Map of the Conquest of Canaan](#) (provided in maps section of curriculum site)
- [Map of the Twelve Tribes of Israel](#) (provided in maps section of curriculum site)



- Pictures of the Bible, the cross, the Lord’s Supper, etc., which remind us of what God has done for us
- Pictures of idols and modern things that distract us from serving/obeying God

PERSONAL APPLICATION:

I must choose to obey God every day. I want to obey God, because of what He has done for me.

LESSON STARTS HERE

INTRODUCTION:

With God’s power, Moses became a great leader who led the Israelites out of Egyptian slavery. Another great man took his place after he died. What was his name? [Joshua] Today we’re going to review what happened when Joshua took over for Moses, and the Israelites entered the Promised Land.

POINTS TO EMPHASIZE:

1. Remind the children that the Israelites (Jews, Hebrews) were slaves of the Egyptian empire for 215 years. Then God sent Moses to free them and guide them to the homeland (Canaan, the Promised Land, Palestine) He had promised to give them (as Abraham’s descendants) many years earlier. After miraculously crossing the Red Sea on dry land, the Israelites began their long journey into the wilderness area of the Sinai Peninsula.




RECOMMENDED READING FOR TEACHERS: See the article “[How Long Was the Israelites’ Egyptian Bondage?](#)” on the Apologetics Press Web site for a response to an alleged discrepancy in the Bible regarding how long the Israelites were in bondage.

2. God provided them with food and water throughout their journey. He protected them from powerful armies of idol-worshipping people. He proved to them through great miracles that He would always be with them and help them, but He expected them to obey Him without question. Sadly, the Israelites grumbled and complained, and many disobeyed God over and over again. [Make sure to explain the meaning of “grumble” and “complain,” especially to the younger children.] Finally, God punished them by making them move from place to place in the wilderness for 40 years. An entire generation of the Israelites died, and God brought their children to the Promised Land to make it their own.
3. On the east side of the Jordan River, Moses (now 120 years old) climbed to the top of Mount Nebo to look out over the beautiful land where his people would live. Moses died there, and Joshua became the leader of the Israelites (Numbers 27:16-18). God chose Joshua to take Moses’ place, because he was a man of great faith. Joshua had been one of the two spies 40 years earlier who had encouraged the people to go into Canaan and conquer it. Caleb and he were the only two survivors of that generation who were allowed to go into Canaan. Joshua led the Israelites in many battles against idol-worshipping people, the first of which was the battle of Jericho.
4. After six or seven years of fighting for the land God had promised them, Joshua and the Israelite army had defeated 31 Canaanite kings (chieftains). There were still some Canaanite enemies

that had not been completely destroyed, and there was still more fighting to do, but it was time for Joshua to let other men lead the battles. He was at least 90 years old, possibly even 100. He would spend the rest of his days dividing up the land among the 12 tribes so they could settle the land.

5. The Israelites were descendants of Abraham, Isaac, and Jacob. The Israelites were divided into 12 tribes, according to the 12 sons of Jacob from whom they descended. So the land was divided among the 12 tribes, except for the tribe (descendants) of Levi. God wanted the tribe of Levi (Levites) to lead the Israelites in worship (to be priests). So they were given cities spread throughout the tribes, instead of large areas of land.



NOTE: The Levites were given 48 cities and towns in which they could live. Their portion of land was divided between Ephraim and Manasseh, the sons of Joseph. The tribes of **Reuben, Gad,** and half of the tribe of **Manasseh** wanted to settle on the eastern side of the Jordan River, apart from the rest of the tribes. Joshua, with the help of the High Priest, Eleazar (Aaron's son), assigned land to the other nine and one-half tribes, on the west side of the Jordan River. **Judah** received the largest amount of land, but it was not the best land for farming or flocks of animals; it was very strategically important, however. The sand hill country south of Judah's land was given to **Simeon**. The tribe of **Dan** was given the hill country north of Judah. Years later, this tribe moved to the far north of the Sea of Galilee. **Benjamin** was given a very small portion of land north of Judah's. Though not rich in land, the tribe of Benjamin was very prominent in the politics and leadership of the nation of Israel in years to come. **Ephraim** and the remaining half of **Manasseh** were given land north of Benjamin. The remaining northern territory of Canaan [which would later be known as the Plain of Esdraelon and Galilee] was divided between **Issachar, Zebulun, Asher,** and **Naphtali**.

6. After dividing up the land among the tribes, Joshua settled in the land with which he was rewarded, near Shechem. He had been a great soldier and leader, but at the age of 110, he knew that his life would soon be over. He was concerned that the Israelites would not follow God after his death. So he called all the leaders of the tribes together, probably near Shiloh (Joshua 18:1). He reviewed with them all the great ways God had helped them through the years. He reminded them that God had kept His promises to them for centuries and that God would not take second place. God expected the Israelites to worship Him and Him alone. All those listening to Joshua said, three times, that they would follow God's commandments. Joshua challenged them: "Now therefore, fear the Lord, serve Him in sincerity and in truth, and put away the gods which your fathers served on the other side of the River and in Egypt. Serve the Lord! And if it seems evil to you to serve the Lord, choose for yourselves this day whom you will serve, whether the gods which your fathers served that were on the other side of the River, or the gods of the Amorites, in whose land you dwell. But as for me and my house, we will serve the Lord" (Joshua 24:14-15). As a reminder to them of their promises to obey God, Joshua set up a stone under an oak tree near the Tabernacle. He wrote his words down so that the people could look at them later and remember what they had promised.

7. There were many reminders to the people to be faithful to God: the battlegrounds all over Canaan where Joshua had led them in battle, the large stone Joshua set up under the oak tree, Joshua's written words, and even the grave of Joshua. The Israelites needed reminders, and so do we. Today, reminders for us to be faithful include God's written Word, the cross of Jesus, and the Lord's Supper. In everything we do, God wants us to **remember** what He has done for us and to choose to obey Him all the time (to always be faithful).



RECOMMENDED READING FOR TEACHERS: See the article "[God's Just Destruction of the Canaanites](#)" by Eric Lyons on the Apologetics Press Web site for further study on how the extermination of the Canaanites can be harmonized with the nature of God.

PRE-CLASS ACTIVITIES/LEARNING CENTERS (TO BE USED AS CHILDREN ARE ARRIVING—BEFORE CLASS, AND UP TO THE FIRST FIVE MINUTES OF CLASS; OR AS HOMEWORK):

- Click here for complete [Activity Book](#).

Ages 2-5:

- "[Canaan Divided Coloring Sheet](#)" (provided in activity sheets)
- "[Make the Right Choice](#)" game: On index cards, write situations in which preschoolers have to make decisions about how they will behave or react. Let each child choose a card. Read or describe the situation to the class, and ask the children to describe what they would choose to do (provided in activity sheets).
- Make a paper sack puppet of Joshua. Type "Joshua said" and the memory verse on a piece of paper and glue this on the back of the puppet. The children will practice the memory verse by having Joshua say it.
- Print (or have the children write it if they can) the memory verse on a piece of white cardstock, one per child. Let the children draw a picture of their house with their family standing outside the house. If possible, laminate the pictures, then glue or tape ribbon to the back so the children can hang their pictures up at home as a reminder to put God first.
- "[Memory Verse Drawing Activity](#)" (provided in activity sheets)

1st-2nd Graders:

- "[Make the Right Choice](#)" game: On index cards, write situations in which 1st-2nd graders have to make decisions about how they will behave or react. Let each child choose a card. Read or describe the situation to the class, and ask the children to describe what they would choose to do (provided in activity sheets).
- Say a Bible character's name. Students must respond with another Bible name that begins with the **first** or **last** letter in the name you gave. Example: Teacher says, "Moses." Student responds with a name that begins with an "M" or an "S," like "Micah," "Samuel," or "Saul."
- Tic-Tac-Toe, Hang Man, or other games to play on the chalkboard, reviewing facts from this and previous lessons ([Tic-Tac-Toe Questions](#), board, and [instructions](#) provided in activity sheets).

3rd-4th Graders:

- “[Make the Right Choice](#)” game: On index cards, write situations in which 3rd-4th graders have to make decisions about how they will behave or react. Let each child choose a card. Read or describe the situation to the class, and ask the children to describe what they would choose to do (provided in activity sheets).
- “[Canaan Divided Labeling Activity](#)” (provided in activity sheets)
- Say a Bible character’s name. Students must respond with another Bible name that begins with the **first** or **last** letter in the name you gave. Example: Teacher says, “Moses.” Student responds with a name that begins with an “M” or an “S,” like “Micah,” “Samuel,” or “Saul.”
- Tic-Tac-Toe, Hang Man, or other games to play on the chalkboard, reviewing facts from this and previous lessons ([Tic-Tac-Toe Questions](#), board, and [instructions](#) provided in activity sheets).
- Have the kids read the following:
 - Joshua chapters 11-21. [This could be assigned Sunday, to be completed by Wednesday.] Print out copies of the Joshua 11-15 quiz from AP’s [Advanced Bible Reader](#) site for the children to take.
 - *Joshua: The Brave Leader*, by Carine Mackenzie, Christian Focus Publications

SONGS:

“THE DEATH OF MOSES”

Author: Jewel Kendrick

(Tune: “On Top of Old Smokey”)

(Words: See *Sing a Story: Volume I*, by Jewel Kendrick)

“JOSHUA’S CHOICE”

Author: Jewel Kendrick

(Tune: “I Know the Lord Will Find a Way”)

(Words: See *Sing a Story: Volume I*, by Jewel Kendrick)

“GOD’S LITTLE CHILDREN LOVE LIVING RIGHT!” ([Click to Hear](#))

Author: Sarah Richey

(Tune: “Mammy’s Little Baby Loves Short’nin’ Bread”)

God’s little children love living, living,
God’s little children love living right!

(REPEAT)

Get out the Bible, turn to the place,
Gonna talk about Jesus and His saving grace!
He is our Savior; He saved our race!
Gonna spread Jesus all over this place!

(REPEAT FIRST STANZA)

“FAITH, OBEDIENCE, AND AUTHORITY” ([Click to Hear](#))

Author: Sarah Richey
(Tune: “Farmer in the Dell”)

Believing in the Lord,
Believing in the Lord,
That’s what faith is,
Believing in the Lord.

Doing what He said,
Doing what He said,
That is obedience,
Doing what He said.

Telling what to do,
Telling what to do,
That is authority,
Telling what to do.

For a visual to go with the song: On a piece of poster board, glue a large, cutout of an “F,” “O,” and “A,” with the words “faith,” “obedience,” and “authority” written on the appropriate card. Beside the letters, write the verse of the song that corresponds to the letter.

“RAHAB AND THE SPIES”

Author: Jewel Kendrick
(Tune: “Yankee Doodle”)
(Words: See *Sing a Story: Volume I*, by Jewel Kendrick)

“ISRAEL CROSSES JORDAN INTO CANAAN”

Author: Jewel Kendrick
(Tune: “Here We Are But Straying Pilgrims”)
(Words: See *Sing a Story: Volume I*, by Jewel Kendrick)

“FALL OF JERICHO”

Author: Jewel Kendrick
(Tune: “Pop Goes the Weasel” verse only)
(Words: See *Sing a Story: Volume I*, by Jewel Kendrick)

“WALLS OF JERICHO”

Author: Jewel Kendrick*
(Tune: “Jesus Loves the Little Children”)
(Words: See *Sing a Story: Volume I*, by Jewel Kendrick)

“JERICHO’S FALLING” ([Click to Hear](#))

Author: Unknown*

(Tune: “London Bridge is Falling Down”)

Jericho’s walls did all fall down,
All fall down, all fall down.
Jericho’s walls did all fall down,
When Israel walked around and ‘round.

Once a day for six whole days,
Six whole days, six whole days.
Once a day for six whole days,
With seven priests and the Ark always.

Seventh day, then seven times,
Seven times, seven times.
Seventh day, then seven times,
The priests their trumpets blew each time.

Then the people shouted loud,
Shouted loud, shouted loud.
Then the people shouted loud,
And the walls came tumbling down.

Vict’ry over Jericho,
Jericho, Jericho!
Vict’ry over Jericho,
Obey God, and He’ll bless you so!

“ACHAN”

Author: Jewel Kendrick

(Tune: “Oh, Dear, What Can the Matter Be?”)

(Words: See *Sing a Story: Volume I*, by Jewel Kendrick)

“ACHAN” ([Click to Hear](#))

Author: Unknown*

(Tune: “Jesus Loves Me”)

Achan took a wedge of gold,
Silver, and a robe we’re told.
Buried them inside his tent,
About his business then he went.

CHORUS:

Yes, Jehovah noticed,
Yes, Jehovah noticed,
Yes, Jehovah noticed,
That Achan stole the gold.

When we steal or disobey,
Lie or fight or fail to pray,
Someone knows just what we do.
Where we are and why too.

(CHORUS)

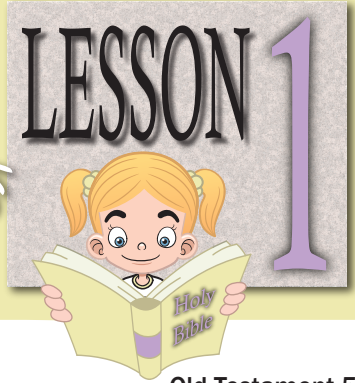
*Author Unknown: Please contact us through the feedback button for this lesson if you are aware of any copyright information for this song.

*** IF YOU HAVE SUGGESTIONS PERTAINING TO THIS LESSON, PLEASE CLICK THE “SUGGESTION” BUTTON BESIDE THE BUTTON FOR THIS LESSON ON THE CURRICULUM WEB SITE.



Review of Israel's Conquest of Canaan; Division of the Land under Joshua's Leadership

Deuteronomy-Joshua



Old Testament 5
Part 1: Israel's Cycle of Disobedience; The Time of the Judges

WEDNESDAY EVENING

Old Testament 5 [Class Attendance Sheet](#) provided in activity sheets (NOTE: The document is interactive, allowing the teacher to type in the Class, Teacher, and the children's names.)

SCRIPTURE REFERENCES:

Numbers 27:15-23; Deuteronomy 3:23-28; 34; Joshua 1-4; 6; 13-21

MEMORY WORK:

YOUNGER CHILDREN: "But as for me and my house, we will serve the Lord" (Joshua 24:15c).

OLDER CHILDREN: "[C]hoose for yourselves this day whom you will serve...but as for me and my house, we will serve the Lord" (Joshua 24:15b).

SONGS AND FINGERPLAYS (SEE END OF SUNDAY'S LESSON FOR WORDS):

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- ["The Death of Moses"](#)
- ["Joshua's Choice"](#)
- ["God's Little Children Love Living Right!"](#)
- ["Faith, Obedience, and Authority"](#)
- ["Rahab and the Spies"](#)
- ["Israel Crosses Jordan into Canaan"](#)
- ["Fall of Jericho"](#)
- ["Walls of Jericho"](#)
- ["Jericho's Falling"](#)
- ["Achan"](#)
- ["Achan"](#)

LESSON VISUALS AND TEACHING AIDS (NOTE ANY DISCLAIMERS):

- See [AP's Pinterest page](#) for ideas on bulletin boards, visuals, crafts, etc. [DISCLAIMER: Pins may sometimes need to be adjusted to be Scriptural.]
- [Judges and King Saul](#) Bible fact cards (provided under "O.T. 5 Bible Facts" on curriculum Web site)
- "Summary of the Bible" from ["Kids Prep"](#) CD by Jeff Miller
- Betty Lukens' felt pieces
- Joshua A Beka Flash-A-Card Series (DISCLAIMER: use the cards, *not the lesson book*)
- [Map of the Conquest of Canaan](#) (provided in maps section of curriculum site)



- [Map of the Twelve Tribes of Israel](#) (provided in maps section of curriculum site)
- Pictures of the Bible, the cross, the Lord’s Supper, etc., which remind us of what God has done for us
- Pictures of idols and modern things that distract us from serving/obeying God

PERSONAL APPLICATION:

I must choose to obey God every day. I want to obey God, because of what He has done for me.

INTRODUCTION:

Review [O.T. 5 Bible Facts Flashcard](#) (provided under “O.T. 5 Bible Facts” on curriculum Web site)

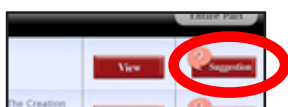
POINTS TO EMPHASIZE:

1. Review Sunday’s lesson (see [O.T. 5 Review Questions](#) for example questions)
2. Tell the children the story of Caleb, Joshua’s friend who was also faithful to God. Emphasize his great faith throughout his life; he lived as Joshua had challenged all the Israelites in Joshua 24:15. As a slave, he had endured the same punishments and mistreatment as the other Israelites. But he chose to be a righteous man with a strong faith in God. He chose to look at things as God wants us to (from a spiritual perspective: Colossians 3:1-3; Romans 8:28-38). Caleb and Joshua were the only two of the original 12 spies who lived throughout the wilderness wanderings to see the Promised Land. Why? Because they chose to obey God no matter how hard that might have been. Caleb knew his final reward would be worth all the effort. God has promised us that our final reward (Heaven) will be worth all our efforts to be faithful and righteous, too. (**Review Memory Verse:** Joshua 24:15)

PRE-CLASS ACTIVITIES/LEARNING CENTERS (TO BE USED AS CHILDREN ARE ARRIVING—**BEFORE** CLASS, AND UP TO THE FIRST FIVE MINUTES OF CLASS; OR AS HOMEWORK):

See Sunday morning’s lesson

*** IF YOU HAVE SUGGESTIONS PERTAINING TO THIS LESSON, PLEASE CLICK THE “SUGGESTION” BUTTON BESIDE THE BUTTON FOR THIS LESSON ON THE CURRICULUM WEB SITE.



Purpose of the Judges; Overview of Lesser-known Judges

LESSON 2



Judges



Old Testament 5

Part 1: Israel's Cycle of Disobedience; The Time of the Judges

SUNDAY MORNING

Old Testament 5 [Class Attendance Sheet](#) provided in activity sheets (NOTE: The document is interactive, allowing the teacher to type in the Class, Teacher, and the children's names.)

SCRIPTURE REFERENCES:

Joshua 24:29-31; Judges 1 and 2

MEMORY WORK:

YOUNGER CHILDREN: “[K]eep the commandments of the Lord your God” (Deuteronomy 8:6a).

OLDER CHILDREN: “Therefore you shall keep the commandments of the Lord your God, to walk in His ways and to fear Him” (Deuteronomy 8:6).

SONGS AND FINGERPLAYS (SEE END OF LESSON FOR WORDS):

A [song book](#) and [audio recordings](#) of many of the curriculum songs are available on the curriculum Web site.

- [“The Judges”](#)
- [“Trust and Obey”](#)
- [“The Judges”](#)
- [“Faith, Obedience, and Authority”](#)

LESSON VISUALS AND TEACHING AIDS (NOTE ANY DISCLAIMERS):

- See [AP's Pinterest page](#) for ideas on bulletin boards, visuals, crafts, etc. [DISCLAIMER: Pins may sometimes need to be adjusted to be Scriptural.]
- [Judges and King Saul](#) Bible fact cards (provided under “O.T. 5 Bible Facts” on curriculum Web site)
- “Summary of the Bible” from [“Kids Prep”](#) CD by Jeff Miller
- Betty Lukens' felt pieces
- Judges A Beka Flash-A-Card Series (DISCLAIMERS: use the cards, *not the lesson book*; skip cards 3.2 and 3.3)
- “The Period of the Judges” chart and “Israel's Judges” map from *Nelson's Complete Book of Bible Maps and Charts*, 1993 (pp. 75,77)
- Cut out a large circle from poster board. Cut the circle into four equal sections to show the cycle of the Israelites' behavior in the time of the judges. If possible,



include pictures to go with each part of the cycle (e.g., picture of idol with word “Disobeyed,” picture of soldier with word(s) “Trouble” or “Attacked by Enemies,” picture of person on his knees praying with word “Repented,” and picture of judge with “God sent a DELIVERER.”)

PERSONAL APPLICATION:

- If I want to be happy, I must always choose to do what God tells me to do in His Word.

LESSON STARTS HERE

INTRODUCTION: (YOUNGER CHILDREN)

Talk about how, if we love Jesus, we will want to obey (John 14:15): If Daddy or Mommy tells you not to do something, do you get mad and act ugly? No, because God tells us in His Word to obey our parents. Should you hit your brother or sister? No, because the Bible says to be kind to each other, etc.

Last week, we studied about Moses and Joshua. Joshua was a good leader and he wanted the Israelites to never forget all the great things God had done for them. Joshua wanted them to always obey God. But the Israelites forgot what God had done for them. They chose not to obey God, and many bad things happened. Because of His great love for the Israelites, God chose “judges” to help the people obey Him again. Listen carefully to what happened and then we are going to learn a fun song with all the names of the judges in it.

INTRODUCTION: (OLDER CHILDREN)

Has anyone ever tried to help you when you made a bad choice? Do your parents ever try to help you and keep you from making bad choices? Even though Joshua encouraged the Israelites to always obey God, most of them chose not to listen. Because God loved the Israelites so much, He chose “judges” to help them obey Him again. Today we will talk about some of the judges and how we can learn from the mistakes of the Israelites.

POINTS TO EMPHASIZE:

1. In last week’s lesson, we talked about Joshua reminding the Israelites how God had kept His promises to them for hundreds of years. Before he died, Joshua called all the leaders of the twelve tribes together and reminded them that “the Lord your God is He who has been fighting for you” (Joshua 23:3). Joshua was afraid that the Israelites would forget about their promises to worship God, and only God, as they became more and more comfortable in Canaan. The people of Canaan worshipped many idols and many different things in nature. [OLDER CHILDREN: Their religion was very immoral and included even the sacrifice of babies to their idols.]
2. At this point in their history, the Israelites had not destroyed all of these wicked people, as God had told them to. There was a very real danger that the Israelites would start to think that the idol-worshipping people weren’t so bad and that their religions weren’t so bad either. If that happened, Joshua knew they would be more and more likely to marry idol-worshippers. And eventually they would completely lose their identity as God’s chosen people. [OLDER CHILDREN: Discuss the meaning of compromising one’s beliefs and its inevitable results.]

3. After Joshua died, his fears became reality, since “another generation arose after them who did not know the Lord, nor the work which He had done for Israel” (Judges 2:10). The Israelites who followed Joshua throughout the conquest of Canaan had not taught their children and grandchildren about God’s promises and the importance of obeying Him, even though Moses had warned them to teach God’s Word diligently to them (Deuteronomy 11:18-20). So after just one generation, the Israelites stopped fighting the idol-worshippers and became more and more friendly with them. They “did evil in the sight of the Lord” (Judges 2:11) and “forsook the Lord God of their fathers” (Judges 2:12).
4. Because of their disobedience, God punished the Israelites. He allowed idol-worshipping people to attack them and take away their crops and belongings. After some time, the Israelites “cried out” (prayed) to God for help and promised to obey Him. So God sent a judge to help them defeat their enemies. This same cycle (disobedience, punishment, repentance, and deliverance) happened over and over again.
5. These judges were not like judges in a courtroom today. They were sent by God to deliver the Israelites from dangerous enemies and to bring the Israelites back to God.

NOTE: The judges were “raised up by God to defeat a particular enemy in a particular territory and give the people rest. These judges were not national leaders; rather, they were local leaders who delivered the people from various oppressors. It is possible that some of the periods of oppression and rest overlap. Not all of the tribes participated in each battle...” (*Wiersbe’s Expository Outlines on the Old Testament*, p. 231. ISBN: 0-89693-847-6).

Also keep in mind that each of the judges were not necessarily righteous people. Just because the Bible tells what a certain judge did without comment, it does not mean that God always endorsed his behavior (e.g., Samson). God used the judges to fulfill His ultimate purpose of providing deliverance for His people.

6. The people would obey for a time, while the judge was with them. But when the judge died, the people quickly became disobedient again, choosing to turn away “quickly from the way in which their fathers walked, in obeying the commandments of the Lord” (Judges 2:17b).
7. The book of Judges is a record of a very sad cycle of the Israelites’ choices not to follow God’s commands:
 - Disobedience: idol worship (often mixed into the worship of God)
 - Punishment: Israelites attacked by their enemies (usually Philistines or Midianites)
 - Repentance: Israelites cried to God for help
 - Deliverance: a judge sent by God; brought time of peace and obedience
 - Return to disobedience and idol worship
8. There were 14-15 judges. The book of Judges tells us very little about most of these people who were chosen by God to deliver the Israelites.
 - **Othniel**—Caleb’s nephew and son-in-law; brought peace for 40 years
 - **Ehud**—left-handed; killed the King of Moab
 - **Shamgar**—killed 600 Philistines with an ox goad; died in the first year of his service
 - **Deborah**—the only woman judge



- **Gideon**—defeated a huge Midianite army with only 300 men
- **Abimelech**—son of Gideon who ruled three years; very wicked; killed 70 brothers [Not always considered a judge, because he was not appointed by God; he took control himself.]
- **Tola**—judged 23 years
- **Jair**—had 30 sons who rode on 30 donkeys; helped maintain peace for 22 years
- **Jephthah**—judged for six years; made a foolish promise
- **Ibzan**—judged seven years
- **Elon**—judged 10 years
- **Abdon**—had 40 sons and 30 grandsons who rode on 70 donkeys; judged eight years
- **Samson**—strong man with weak character; long hair; served as judge for about 20 years; killed more Philistines on his last day than he had killed before
- **Eli**—served 40 years; had two very evil sons
- **Samuel**—served for 12 years; bridged the gap between the judges and Israel’s first king (Saul). [Some scholars do not consider Samuel as one of the judges, but instead, as a priest and prophet only: a transitional figure between the judges and Israel’s monarchy.]



RECOMMENDED READING FOR TEACHERS: See the article “[Jephthah’s Daughter](#)” by Dave Miller on the Apologetics Press Web site for further study on the difficult passage in Judges 11.

9. The Israelites refused to obey God, choosing instead to become like everyone else around them, worshipping idols. The judges were supposed to be leaders and teachers who would help the Israelites, but the Israelites did not always listen. Today, Christians are God’s chosen people; He also expects us to listen to His Word and obey **only** Him, just as He expected the Israelites to do. If we don’t obey Him, we will become unhappy and have problems we would not otherwise have, just like the Israelites did.

PRE-CLASS ACTIVITIES/LEARNING CENTERS (TO BE USED AS CHILDREN ARE ARRIVING—BEFORE CLASS, AND UP TO THE FIRST FIVE MINUTES OF CLASS; OR AS HOMEWORK):

- Click here for complete [Activity Book](#) and [Answer Key](#).

Ages 2-5:

- “[Purpose of the Judges Coloring Sheet](#)” (provided in activity sheets)
- Magnetic photos: On Sunday morning, take a picture of each child hugging a Bible. If you cannot print the pictures immediately from your camera or electronic device, develop the pictures and give them to the children on Wednesday night. Let each child glue his/her picture on a 5x7 size piece of cardstock (or designed scrapbook paper) and decorate the border around the picture. Write the memory verse under each picture. Add strips of magnetic tape to the backs. Be sure to write the childrens’ names and the date on the photo.
- Spelling challenge: Cut out the letters for BIBLE and/or GOD’S WORD (depending on the age of the children). Cut out enough sets of the letters for each child to have one. Show the

children the word(s) and ask them to arrange their letters to look like yours ([Word cutouts](#) provided in activity sheets).

1st-2nd Graders:

- “[Judges Made Cents](#)” Game: Cut out shapes for coins and piggy banks (provided in activity sheets; or use cutouts available from teachers’ supply stores). On each piggy bank, write a question about the lesson or about individual judges. On the coins, write the answers to the questions. One or two children can match the questions and answers. To use as a group activity, tape the questions (pigs) to the board. Put the coins in a bag or box and let each child take a turn drawing out one coin. He/she must find the question (pig) that matches that answer (coin).
- “[Name the Judges Crossword Puzzle](#)”(provided in activity sheets)
- “Who Am I?” Game: Write 2-4 clues about various judges on individual index cards. Ask the class to try to identify the Bible character being described on the card.
- Scrambled Judges: On plastic eggs, write the names of the judges—but scramble the letters. Put the plastic eggs in a bag, and let each child have a turn taking out an egg. Give the child a few seconds to compare the scrambled letters with a list of the judges’ names and unscramble the letters to find the correct judge. [Another alternative: Cut out egg shapes from card stock (or use egg-shaped cutouts from a teacher supply store). Write the scrambled names of the judges on the shapes. Tape the shapes to the board, face down. Turn one egg over at a time, giving each child (or team) a chance to decide how to unscramble the letters of the judge’s name.]

3rd-4th Graders:

- “[Judges Made Cents](#)” Game: Cut out shapes for coins and piggy banks (provided in activity sheets; or use cutouts available from teachers’ supply stores). On each piggy bank, write a question about the lesson or about individual judges. On the coins, write the answers to the questions. One or two children can match the questions and answers. To use as a group activity, tape the questions (pigs) to the board. Put the coins in a bag or box and let each child take a turn drawing out one coin. He/she must find the question (pig) that matches that answer (coin).
- “[Purpose of the Judges Crossword Puzzle](#)” (provided in activity sheets)
- “[Name the Judges Crossword Puzzle](#)”(provided in activity sheets)
- “Who Am I?” Game: Write 2-4 clues about various judges on individual index cards. Ask the class to try to identify the Bible character being described on the card.
- Scrambled Judges: On plastic eggs, write the names of the judges—but scramble the letters. Put the plastic eggs in a bag, and let each child have a turn taking out an egg. Give the child a few seconds to compare the scrambled letters with a list of the judges’ names and unscramble the letters to find the correct judge. [Another alternative: Cut out egg shapes from card stock (or use egg-shaped cutouts from a teacher supply store). Write the scrambled names of the judges on the shapes. Tape the shapes to the board, face down. Turn one egg over at a time, giving each child (or team) a chance to decide how to unscramble the letters of the judge’s name.]
- Have the children read the following:
 - Joshua chapters 22-24 (as well as 16-21 if they did not do so last week). [This could be assigned Sunday, to be completed by Wednesday.] Print out copies of the Joshua 16-24 quiz from AP’s [Advanced Bible Reader](#) site for the children to take.
 - Judges 1-2
 - Judges articles from the [December, 2004](#) issue of *Discovery Magazine*
 - *Gideon and the Times of the Judges*, by Joy Melissa Jensen, Contemporary Bible Series, Scandinavia Publishing House (DISCLAIMERS: change “bride-to-be” on p. 33 to “wife”; p.

34: the Bible does not say that the foxes were tied together with oil-soaked rags that were lit; p. 42: remove “at least one of”)

FINGERPLAYS:

“Oh, _____, do you love Jesus?”

[Start by using your co-teacher’s name first, to teach children how to sing the song.]

Teacher: “Oh, _____, do you love Jesus?”

Child(ren): “Oh, yes I (we) love Jesus!”

Teacher: “Are you sure you love Jesus?”

Child(ren): “Yes, I’m (we’re) sure I (we) love Jesus!”

Teacher: “Tell us why you love Jesus.”

Child(ren): “This is why I (we) love Jesus.”

Everyone: “Because He first loved me. Oh, how I love Jesus! Oh, how I love Jesus! Oh, how I love Jesus! Because He first loved me.”

[Can sing the song until each child’s name has been called, or sing once or twice through with the class responding as a group instead of individually (using “Oh, boys...” or “Oh, girls....”)]

SONGS:

“THE JUDGES”

Author: Jeff Miller

(Tune: See “[Kids Prep](#)” CD)

There once were Jewish judges,
After Moses and Joshua lived.
They helped to bring God’s judgment,
On the wicked people of Canaan.

Othniel, Ehud, Shamgar, Deborah,
Gideon, Tola, and then Jair,
Jephthah, Ibzan, Elon, Abdon,
Samson, Eli, Samuel.

“TRUST AND OBEY” ([Click to Hear](#))

Author: John Sammis

(Tune: See church songbook)

(Last verse and chorus with older children; Chorus only with younger children.)

Then in fellowship sweet,
We will sit at His feet,
Or we’ll walk by His side in the way.
What He says we will do.
Where He sends we will go.
Never fear, only trust and obey.

CHORUS:
Trust and obey,
For there's no other way,
To be happy in Jesus,
But to trust and obey.

“THE JUDGES” ([Click to Hear](#))

Author: Unknown*

(Tune: “One Little, Two Little, Three Little Indians”)

God set jud-ges over Is-rael,
One brave wo-man, 14 men.

They helped Is-rael fight their bat-tles,
Led them back to God from sin.

Oth-niel, E-hud, Sham-gar, Debo-rah,
Gid-eon, To-la, and then Jair,
Jeph-thah, Ib-zan, E-lon, Ab-don,
Sam-son, E-li, Sam-u-el.

“FAITH, OBEDIENCE, AND AUTHORITY” ([Click to Hear](#))

Author: Sarah Richey

(Tune: “Farmer in the Dell”)

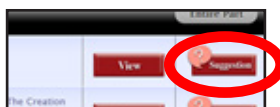
Believing in the Lord,
Believing in the Lord,
That's what faith is,
Believing in the Lord.

Doing what He said,
Doing what He said,
That is obedience,
Doing what He said.

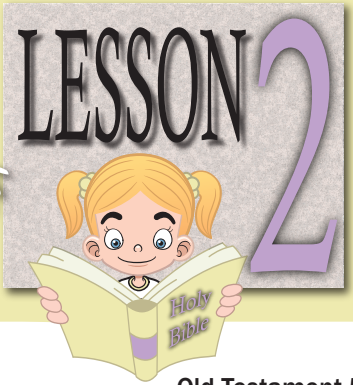
Telling what to do,
Telling what to do,
That is authority,
Telling what to do.

*Author Unknown: Please contact us through the feedback button for this lesson if you are aware of any copyright information for this song.

***** IF YOU HAVE SUGGESTIONS PERTAINING TO THIS LESSON, PLEASE CLICK THE “SUGGESTION” BUTTON BESIDE THE BUTTON FOR THIS LESSON ON THE CURRICULUM WEB SITE.**



Purpose of the Judges; Overview of Lesser-known Judges



Judges



Old Testament 5

Part 1: Israel's Cycle of Disobedience; The Time of the Judges

WEDNESDAY EVENING

Old Testament 5 [Class Attendance Sheet](#) provided in activity sheets (NOTE: The document is interactive, allowing the teacher to type in the Class, Teacher, and the children's names.)

SCRIPTURE REFERENCES:

Joshua 24:29-31; Judges 1 and 2

MEMORY WORK:

YOUNGER CHILDREN: “[K]eep the commandments of the Lord your God” (Deuteronomy 8:6a).

OLDER CHILDREN: “Therefore you shall keep the commandments of the Lord your God, to walk in His ways and to fear Him” (Deuteronomy 8:6).

SONGS AND FINGERPLAYS (SEE END OF SUNDAY'S LESSON FOR WORDS):

A [song book](#) and [audio recordings](#) of many of the curriculum songs are available on the curriculum Web site.

- [“The Judges”](#)
- [“Trust and Obey”](#)
- [“The Judges”](#)
- [“Faith, Obedience, and Authority”](#)

LESSON VISUALS AND TEACHING AIDS (NOTE ANY DISCLAIMERS):

- See [AP's Pinterest page](#) for ideas on bulletin boards, visuals, crafts, etc. [DISCLAIMER: Pins may sometimes need to be adjusted to be Scriptural.]
- [Judges and King Saul Bible fact cards](#) (provided under “O.T. 5 Bible Facts” on curriculum Web site)
- “Summary of the Bible” from “[Kids Prep](#)” CD by Jeff Miller
- Betty Lukens' felt pieces
- Judges A Beka Flash-A-Card Series (DISCLAIMERS: use the cards, *not the lesson book*; skip cards 3.2 and 3.3)
- “The Period of the Judges” chart and “Israel's Judges” map from *Nelson's Complete Book of Bible Maps and Charts*, 1993 (pp. 75,77)
- Cut out a large circle from poster board. Cut the circle into four equal sections to



show the cycle of the Israelites' behavior in the time of the judges. If possible, include pictures to go with each part of the cycle (e.g., picture of idol with word "Disobeyed," picture of soldier with word(s) "Trouble" or "Attacked by Enemies," picture of person on his knees praying with word "Repented," and picture of judge with "God sent a DELIVERER.")

PERSONAL APPLICATION:

- If I want to be happy, I must always choose to do what God tells me to do in His Word.

INTRODUCTION:

Review [O.T. 5 Bible Facts Flashcard](#) (provided under "O.T. 5 Bible Facts" on curriculum Web site)

POINTS TO EMPHASIZE:

1. Review Sunday's lesson (see [O.T. 5 Review Questions](#) for example questions)
2. Review the names of the judges, in order. Emphasize the importance of doing what God says (even if no one else does, even if we don't feel like it, etc.). Compare to obeying Mom and Dad, teachers at school, police (laws of our state and country), elders, etc. There are consequences when we do not obey!
3. Spend more time, as is age appropriate, talking about the book of Judges as one of the Books of History in the Old Testament and its importance between the book of Joshua and 1 and 2 Samuel.

PRE-CLASS ACTIVITIES/LEARNING CENTERS (TO BE USED AS CHILDREN ARE ARRIVING—BEFORE CLASS, AND UP TO THE FIRST FIVE MINUTES OF CLASS; OR AS HOMEWORK):

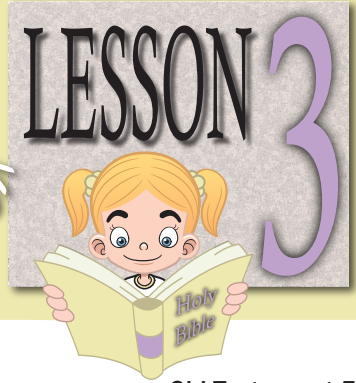
See Sunday morning's lesson

*** IF YOU HAVE SUGGESTIONS PERTAINING TO THIS LESSON, PLEASE CLICK THE "SUGGESTION" BUTTON BESIDE THE BUTTON FOR THIS LESSON ON THE CURRICULUM WEB SITE.



Deborah and Barak

Judges 4 and 5



Old Testament 5
Part 1: Israel's Cycle of Disobedience; The Time of the Judges

SUNDAY MORNING

Old Testament 5 [Class Attendance Sheet](#) provided in activity sheets (NOTE: The document is interactive, allowing the teacher to type in the Class, Teacher, and the children's names.)

SCRIPTURE REFERENCES:

Judges 4 and 5; Hebrews 11:32; James 2

MEMORY WORK:

YOUNGER CHILDREN: "I will show you my faith by my works" (James 2:18b).

OLDER CHILDREN: "Thus also faith by itself, if it does not have works, is dead.... I will show you my faith by my works" (James 2:17 & 18b).

SONGS AND FINGERPLAYS (SEE END OF LESSON FOR WORDS):

A [song book](#) and [audio recordings](#) of many of the curriculum songs are available on the curriculum Web site.

- ["The Judges"](#)
- ["Trust and Obey"](#)
- ["The Judges"](#)
- ["Faith, Obedience, and Authority"](#)

LESSON VISUALS AND TEACHING AIDS (NOTE ANY DISCLAIMERS):

- See [AP's Pinterest page](#) for ideas on bulletin boards, visuals, crafts, etc. [DISCLAIMER: Pins may sometimes need to be adjusted to be Scriptural.]
- [Judges and King Saul](#) Bible fact cards (provided under "O.T. 5 Bible Facts" on curriculum Web site)
- "Summary of the Bible" from "[Kids Prep](#)" CD by Jeff Miller
- Betty Lukens' felt pieces
- Judges A Beka Flash-A-Card Series (DISCLAIMERS: use the cards, *not the lesson book*; skip cards 3.2 and 3.3)
- Cut out a large circle from poster board. Cut the circle into four equal sections to show the cycle of the Israelites' behavior in the time of the judges. If possible, include pictures to go with each part of the cycle (e.g., picture of idol with word "Disobeyed," picture of soldier with word(s) "Trouble" or "Attacked by Enemies," picture of person on his knees praying with word "Repented," and picture of judge



with “God sent a DELIVERER.”)

PERSONAL APPLICATION:

- If I trust God (have faith in Him), I will show (demonstrate) that trust by the things that I do.

LESSON STARTS HERE

INTRODUCTION: (YOUNGER CHILDREN)

Last week, we talked about God sending some people to help the Israelites remember God and to stop doing bad things, and to rescue the Israelites from captivity. What were those people called? (Judges) Let’s sing the song to review their names.... Today, we are going to talk about the only judge who was a woman and her trust in God. God had a big job for her to do, and she believed He would help her do it.

INTRODUCTION: (OLDER CHILDREN)

Review last week’s lesson.

Who are some of the leaders of Israel we’ve studied so far? [Moses, Joshua, etc.] Have any of them been women? There are many important women in the Bible. Today, we are going to learn about the only woman judge and how her faith in God and obedience to Him helped her encourage the Israelites to a great victory.

POINTS TO EMPHASIZE:

1. Review the Israelites’ cycle of disobedience after the death of Joshua and throughout the times of the judges (Judges 4:1). (When peaceful times came, without strong leaders, the Israelites again and again “did evil in the sight of God.”) During one of those times when they decided to worship idols instead of God, He allowed King Jabin of the Canaanites to **oppress** the Jews for 20 years.



Oppress: to control/try to control a group of people by mistreating them.

2. Of all the people chosen to be special deliverers (judges) for Israel, only one was a woman. Her name was Deborah. She was also a **prophetess**. Deborah had a special place where the Israelites would come to her for counsel (judgment), under a palm tree (between the towns of Ramah and Bethel, in the hill country of Ephraim). They came to her to get her help sorting out problems and to get advice. She was a wise and godly woman whom the Israelites trusted.



A **prophet** or **prophetess** was a man or a woman whose main job was telling the people what God wanted them to know. God would tell a prophet/prophetess things He wanted His people (the Israelites) to know. Then it was the prophet’s/prophetess’ job to share God’s Word. Sometimes part of a prophet’s message was to tell what would happen in the future.

3. God spoke to Deborah and told her to gather an army of 10,000 men and march to Mount Tabor (southwest of the Sea of Galilee). God told Deborah that He would draw out (lure) the army of Jabin, led by Sisera, to the River Kishon so that Jabin could be defeated.



HISTORICAL NOTE: The Philistines, and other enemies of Israel, had discovered how to use iron and make it into powerful weapons and chariot wheels. Israel did not have such advanced weaponry, like the chariots mentioned in Judges 4:3, until the time of Solomon. More than likely, this was to remind the Israelites that they should depend on God rather than on men or the things that are made by men.



NOTE: Sometimes scholars list Barak alongside Deborah as a “co-judge.” It is interesting that, in the great “Faith Chapter” of Hebrews 11, Deborah is not mentioned, but Barak is. Barak was from Kedesh-naphtali, a Canaanite town near the Sea of Galilee that had been captured by Joshua (Joshua 19:37). It was chosen by God to be one of the Cities of Refuge when the Promised Land was divided among the 12 tribes (Joshua 21:32).

4. Deborah sent word to a man named Barak, telling him of God’s instructions for the Israelites to fight Jabin so that he would command the army to do so.
5. Barak agreed to command the army to fight against Jabin’s army **if** Deborah would go with him. Deborah replied that she would go with Barak, but the hero of the day would be a woman!
6. They gathered together their army of about 10,000 men, just as God told them to do.



HISTORICAL NOTE: At this point in history, Israel had no large, well-organized, fully-equipped army. That did not happen until the time of David. Those who fought for and with the judges were more like militias.

7. A man named Heber (probably a relative of Moses by marriage, i.e., a son or descendant of Moses’ brother-in-law; Numbers 10:29-32) was an **ally** of Jabin, living among the Israelites (Judges 4:17). Heber told the leader of Jabin’s army, Sisera, about the great number of Israelites preparing to come out against his army. At Mount Tabor, the two great armies fought a very long, bloody battle. Even though Sisera and his massive army had better weapons and were better trained in warfare, the army of the Israelites won. Seeing his army was defeated, Sisera left his chariot and tried to get away on foot.



Ally: someone who is on the same side with another person (or army); friend; partner; someone who will fight with you and for you



HISTORICAL NOTE: Mount Tabor is southwest of the Sea of Galilee. Sisera’s army left the protection of the hill country and found themselves exposed in a valley where it was difficult to defend themselves. Some think that the ground was soft because of the area’s proximity to the Kishon River. This may be why Sisera left his chariot to try to run away; the ground was probably so soft that his chariot wheels would not turn on it. In Deborah’s song (Judges 5), she says that Jabin’s army was “swept away” by the waters of the Kishon, a river which was second only to the Jordan in importance.

8. Sisera ran to the tent of Heber the Kenite, thinking he would be safe there. Heber’s wife, Jael, encouraged him to hide in her tent. Sisera was thirsty and completely exhausted. He asked for some water to drink. Jael opened a jug of milk and gave some to Sisera to drink, then covered him again with a blanket. Sisera told her to stand at the door of the tent and tell anyone who came by that nobody was there. In his exhaustion, he fell asleep. While he slept soundly, Jael took a long tent peg (stake) and a hammer and quickly and quietly killed Sisera by driving the stake through the temple of Sisera’s head and into the ground. [NOTE: Only go into as much detail as is age appropriate.]
9. When Barak went to look for Sisera, he came to Jael’s tent. She came out to meet Barak with the news that the great leader of the Canaanite army had run away from the battle and was lying dead in her tent. Indeed, just as Deborah had predicted, the hero of the battle that day was a woman—Jael (Judges 4:9; 5:24-27).
10. The Israelites continued fighting against Jabin’s army until it was completely destroyed. Judges 4:23 tells us that **God** won the battle against Jabin and his great army led by Sisera, and Israel had peace for 40 years thereafter.
11. Following this terrible battle and the great victory against the Canaanites, Deborah and Barak sang a song of victory (much like Miriam’s song of deliverance after the Red Sea crossing). They praised God for the victory, knowing that **He** was responsible. And they encouraged the rest of their people to remain strong—“like the rising of the Sun in its might” (Judges 5:31).
12. Why did God want all of the enemy army destroyed? He knew it had to be done to preserve and protect God’s chosen people, the Israelites. The great victory came about because Deborah and Barak were willing to:
 - listen to God’s instructions
 - believe His Words
 - trust Him (believe He would keep His promises)
 - demonstrate their faith by their actions, no matter what the personal risks or apparent odds
13. The relationship between faith and works (action) has often been compared to someone sitting in a rowboat, trying to get from one side of a lake to the other. The person in the boat has two oars; one labeled “faith” and one labeled “works” or “action.” If he tries to use only one oar, he will go in circles, without any hope of reaching the opposite side of the lake. If we say we believe (have faith) in God and His promises, He has commanded us to show our love for Him and demonstrate our faith through our actions. Both faith and works (actions) are important if we want to “get to the other side of the lake,” i.e., get to Heaven.

RECOMMENDED READING FOR TEACHERS: See the articles “[The Biblical View of Women](#)” by Kyle Butt on the Apologetics Press Web site for a discussion on female leadership, and “[Hazor and Old Testament Accuracy](#)” by Wayne Jackson on the Apologetics Press Web site for a discussion of an alleged biblical discrepancy.



PRE-CLASS ACTIVITIES/LEARNING CENTERS (TO BE USED AS CHILDREN ARE ARRIVING—BEFORE CLASS, AND UP TO THE FIRST FIVE MINUTES OF CLASS; OR AS HOMEWORK):

- Click here for complete [Activity Book](#) and [Answer Key](#).

Ages 2-5:

- [“Deborah and Barak Coloring Sheet”](#) (provided in activity sheets)
- Put washable hand paint on each child’s hands, and help them make their handprints on a piece of colored cardstock on which the memory verse has been written. Help the children put magnetic tape on the backs of their cards. Talk to the children about how we use our hands to help other people.
- Cut out a shield for each child. [The “shield” can be simply a square or rectangle of poster board or cardboard.] On the shields, write “Deborah and Barak obeyed God.” Help the children trace the letters. Provide stickers and crayons so the students can decorate their shields. A shield is also available in *“Bible Stories to Color and Tell,”* ages 6-8, from 21st Century Christian (p. 57). ([shield cutouts](#) provided in activity sheets)

1st-2nd Graders:

- “Deborah Leads Israel” game: Write the basic story of Deborah and Barak inside a legal folder, leaving blanks in each sentence. Put the answers on milk jug lids (or circles of posterboard) and ask a student(s) to fill in the blanks with the lids. [Game can be put on a piece of posterboard so that the entire class can play the game. Put magnetic tape on each blank as well as on the answer circles.]
- Write “F A I T H” on the board and have the children help make an acrostic with words that describe things they can do for the Lord. ([“Faith Acrostic Activity”](#) provided in activity sheets)
- Write the words of the memory verse on separate index cards. Mix up the cards, and ask the students to put them in the correct order. (This can be done as an individual or a group activity.)
- [“Deborah and Barak Crossword Puzzle”](#) (provided in activity sheets)
- [“Deborah and Barak Word Search”](#) (provided in activity sheets)
- Put washable hand paint on each child’s hands, and let them make their handprints on a piece of colored cardstock on which the memory verse has been written. Let them put strips of magnetic tape on the backs of their cards. Talk to the children about how we use our hands to help others (and serve the Lord).
- Cut out a shield for each child. [The “shield” can be simply a square or rectangle of poster board or cardboard.] On the shields, write “Deborah and Barak obeyed God.” Help the children trace the letters. Provide stickers and crayons so the students can decorate their shields. A shield is also available in *“Bible Stories to Color and Tell,”* ages 6-8, from 21st Century Christian (p. 57). ([shield cutouts](#) provided in activity sheets)

3rd-4th Graders:

- “Deborah Leads Israel” game: Write the basic story of Deborah and Barak inside a legal folder, leaving blanks in each sentence. Put the answers on milk jug lids (or circles of posterboard) and ask a student(s) to fill in the blanks with the lids. [Game can be put on a piece of posterboard so that the entire class can play the game. Put magnetic tape on each blank as well as on the answer circles.]
- Write “F A I T H” on the board and have the children help make an acrostic with words that

describe things they can do for the Lord. ([“Faith Acrostic Activity”](#) provided in activity sheets)

- [“Deborah and Barak Crossword Puzzle”](#) (provided in activity sheets)
- [“Deborah and Barak Word Search”](#) (provided in activity sheets)
- Write the words of the memory verse on separate index cards. Mix up the cards, and ask the students to put them in the correct order. (This can be done as an individual or a group activity.)
- Have the children read the following:
 - Joshua chapters 3-5 (as well as 16-21 if they did not do so last week). [This could be assigned Sunday, to be completed by Wednesday.] Print out copies of the Judges 1-5 quiz from AP’s [Advanced Bible Reader](#) site for the children to take.
 - James 2
 - “Deborah: A Brave Woman” article from the [December, 2004](#) issue of *Discovery Magazine*
 - *Deborah Saves the Day*, by Eric Rottmann, Arch books (DISCLAIMER: Clarify that forgiveness through Christ comes when we become Christians at baptism.)

SONGS:

“THE JUDGES”

Author: Jeff Miller

(Tune: See [“Kids Prep”](#) CD)

There once were Jewish judges,
After Moses and Joshua lived.
They helped to bring God’s judgment,
On the wicked people of Canaan.

Othniel, Ehud, Shamgar, Deborah,
Gideon, Tola, and then Jair,
Jephthah, Ibzan, Elon, Abdon,
Samson, Eli, Samuel.

“TRUST AND OBEY” ([Click to Hear](#))

Author: John Sammis

(Tune: See church songbook)

(Last verse and chorus with older children; Chorus only with younger children.)

VERSE 1:

When we walk with the Lord,
In the light of His Word,
What a glory He sheds on our way!
While we do His good will,
He abides with us still,
And with all who will trust and obey.

CHORUS:

Trust and obey,
For there’s no other way,

To be happy in Jesus,
But to trust and obey.

VERSE 2:

Then in fellowship sweet,
We will sit at His feet,
Or we'll walk by His side in the way.
What He says we will do.
Where He sends we will go.
Never fear, only trust and obey.

(CHORUS)

“THE JUDGES” ([Click to Hear](#))

Author: Unknown*

(Tune: “One Little, Two Little, Three Little Indians”)

God set jud-ges over Is-rael,
One brave wo-man, 13 men.

They helped Is-rael fight their bat-tles,
Led them back to God from sin.

Oth-niel, E-hud, Sham-gar, Debo-rah,
Gid-eon, To-la, and then Jair,
Jeph-thah, Ib-zan, E-lon, Ab-don,
Sam-son, E-li, Sam-u-el.

“FAITH, OBEDIENCE, AND AUTHORITY” ([Click to Hear](#))

Author: Sarah Richey

(Tune: “Farmer in the Dell”)

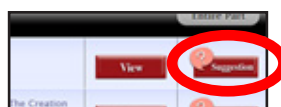
Believing in the Lord,
Believing in the Lord,
That's what faith is,
Believing in the Lord.

Doing what He said,
Doing what He said,
That is obedience,
Doing what He said.

Telling what to do,
Telling what to do,
That is authority,
Telling what to do.

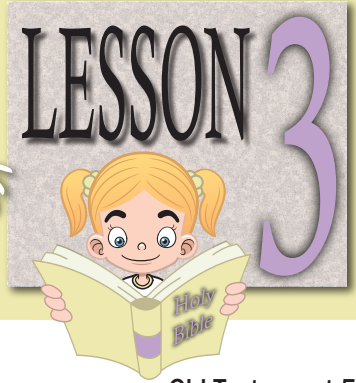
*Author Unknown: Please contact us through the feedback button for this lesson if you are aware of any copyright information for this song.

*** IF YOU HAVE SUGGESTIONS PERTAINING TO THIS LESSON, PLEASE CLICK THE “SUGGESTION” BUTTON BESIDE THE BUTTON FOR THIS LESSON ON THE CURRICULUM WEB SITE.



Deborah and Barak

Judges 4 and 5



Old Testament 5
Part 1: Israel's Cycle of Disobedience; The Time of the Judges

WEDNESDAY EVENING

Old Testament 5 [Class Attendance Sheet](#) provided in activity sheets (NOTE: The document is interactive, allowing the teacher to type in the Class, Teacher, and the children's names.)

SCRIPTURE REFERENCES:

Judges 4 and 5; Hebrews 11:32; James 2

MEMORY WORK:

YOUNGER CHILDREN: "I will show you my faith by my works" (James 2:18b).

OLDER CHILDREN: "Thus also faith by itself, if it does not have works, is dead.... I will show you my faith by my works" (James 2:17 & 18b).

SONGS AND FINGERPLAYS (SEE END OF SUNDAY'S LESSON FOR WORDS):

A [song book](#) and [audio recordings](#) of many of the curriculum songs are available on the curriculum Web site.

- ["The Judges"](#)
- ["Trust and Obey"](#)
- ["The Judges"](#)
- ["Faith, Obedience, and Authority"](#)

LESSON VISUALS AND TEACHING AIDS (NOTE ANY DISCLAIMERS):

- See [AP's Pinterest page](#) for ideas on bulletin boards, visuals, crafts, etc. [DISCLAIMER: Pins may sometimes need to be adjusted to be Scriptural.]
- [Judges and King Saul](#) Bible fact cards (provided under "O.T. 5 Bible Facts" on curriculum Web site)
- "Summary of the Bible" from "[Kids Prep](#)" CD by Jeff Miller
- Betty Lukens' felt pieces
- Judges A Beka Flash-A-Card Series (DISCLAIMERS: use the cards, *not the lesson book*; skip cards 3.2 and 3.3)
- Cut out a large circle from poster board. Cut the circle into four equal sections to show the cycle of the Israelites' behavior in the time of the judges. If possible, include pictures to go with each part of the cycle (e.g., picture of idol with word "Disobeyed," picture of soldier with word(s) "Trouble" or "Attacked by Enemies,"



picture of person on his knees praying with word “Repented,” and picture of judge with “God sent a DELIVERER.”)

PERSONAL APPLICATION:

- If I trust God (have faith in Him), I will show (demonstrate) that trust by the things that I do.

INTRODUCTION:

Review [O.T. 5 Bible Facts Flashcard](#) (provided under “O.T. 5 Bible Facts” on curriculum Web site)

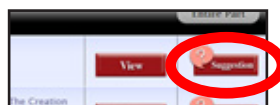
POINTS TO EMPHASIZE:

1. Review Sunday’s lesson (see [O.T. 5 Review Questions](#) for example questions)
2. Continue reviewing information about the judges and information from previous lessons.

PRE-CLASS ACTIVITIES/LEARNING CENTERS (TO BE USED AS CHILDREN ARE ARRIVING—**BEFORE** CLASS, AND UP TO THE FIRST FIVE MINUTES OF CLASS; OR AS HOMEWORK):

See Sunday morning’s lesson

*** IF YOU HAVE SUGGESTIONS PERTAINING TO THIS LESSON, PLEASE CLICK THE “SUGGESTION” BUTTON BESIDE THE BUTTON FOR THIS LESSON ON THE CURRICULUM WEB SITE.



Gideon

Judges 6-8:35



Old Testament 5

Part 1: Israel's Cycle of Disobedience; The Time of the Judges

SUNDAY MORNING

Old Testament 5 [Class Attendance Sheet](#) provided in activity sheets (NOTE: The document is interactive, allowing the teacher to type in the Class, Teacher, and the children's names.)

SCRIPTURE REFERENCES:

Judges 6-8:35; Hebrews 11:32; James 2

MEMORY WORK:

YOUNGER CHILDREN: "The Lord is my helper; I will not fear" (Hebrews 13:6b).

OLDER CHILDREN: "So we may boldly say: 'The Lord is my helper; I will not fear. What can man do to me?'" (Hebrews 13:6).

SONGS AND FINGERPLAYS (SEE END OF LESSON FOR WORDS):

A [song book](#) and [audio recordings](#) of many of the curriculum songs are available on the curriculum Web site.

- ["The Judges"](#)
- ["A Happy Place"](#)
- ["Choose You This Day"](#)
- ["Trust and Obey"](#)
- ["The Judges"](#)
- ["Faith, Obedience, and Authority"](#)

LESSON VISUALS AND TEACHING AIDS (NOTE ANY DISCLAIMERS):

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- "Summary of the Bible" from ["Kids Prep"](#) CD by Jeff Miller
- Betty Lukens' felt pieces
- Judges A Beka Flash-A-Card Series (DISCLAIMERS: use the cards, *not the lesson book*; skip cards 3.2 and 3.3)
- Cut out a large circle from poster board. Cut the circle into four equal sections to show the cycle of the Israelites' behavior in the time of the judges. If possible, include pictures to go with each part of the cycle (e.g., picture of idol with word "Disobeyed," picture of soldier with word(s) "Trouble" or "Attacked by Enemies," picture of person on his knees praying with word "Repented," and picture of judge with "God sent a DELIVERER.")



PERSONAL APPLICATION:

If I trust God (have faith in Him), I will show (demonstrate) that trust by the things that I do.
(This is the same application as was used in Lesson 3.)

LESSON STARTS HERE

INTRODUCTION: (YOUNGER CHILDREN)

Last week, we studied about the only judge who was a woman. Do you remember her name? [Deborah] Deborah showed that she loved and trusted God by doing what He told her to do. Deborah wasn't afraid to do what God said, but today we are going to talk about another judge who was afraid to follow God's instructions. His name was Gideon. We will learn from Gideon that God is with us even when we are scared!

INTRODUCTION: (OLDER CHILDREN)

Review last week's lesson.

Has anyone ever asked you to do something you were afraid to do? (Let the children discuss this, giving instances such as jumping off a diving board, riding a roller coaster, etc.) Would you be afraid to do something God asked you to do? In today's lesson, God asked Gideon to fight for Him, but Gideon was afraid and had trouble trusting God. Let's see what happened with Gideon.

POINTS TO EMPHASIZE:

1. After 40 years of peace under the counsel of Deborah, the Israelites returned to their ways of disobedience and rebellion against God. God sent the Midianites to punish them. In the Old Testament, God often used enemies of the Israelites to discipline/punish them for their disobedience (like how a father trying to teach His children uses discipline/punishment to train them to do what is right—Hebrews 12:5-11).



RECOMMENDED READING FOR TEACHERS: See the article "[Why Would God Punish America Before He Would Punish Hindu or Islamic Nations?](#)" by Dave Miller on the Apologetics Press Web site for a discussion about why God would use wicked people to punish the righteous.

2. The **Midianites** came against Israel during harvest times and destroyed homes, crops, and livestock, over and over. They were "as numerous as locusts; both they and their camels were without number" (Judges 6:5). Many Israelites hid in caves and in the mountains to escape these attacks. After seven years of very hard times, the Israelites finally cried out to the Lord (prayed) for help. (Remind the children of the cycle of disobedience throughout the time of the judges.)



NOTE: The Midianites were also descendants of Abraham, through his second wife, Keturah (Genesis 25:1-2). They were warlike nomads who knew how to use camels in warfare very well. But they were also skilled merchants. Midianite traders (apparently traveling with Ishmaelites, also descendants of Abraham, through Sarah’s Egyptian maidservant, Hagar) bought Joseph (Genesis 37:25,28). Moses’ father-in-law and wife were Midianites (Exodus 3:1). When the Israelites were getting ready to take over Canaan (the Promised Land), the Midianites joined the Moabites to fight against them (Numbers 22; 24; 25).

3. God sent a prophet, whose name we do not know (Judges 6:7-10), to remind the people that it was He—YAHWEH, the “Great I AM”—who brought their ancestors out of slavery in Egypt and gave them the land in which they dwelled. But instead of being gratefully obedient, the Israelites turned to idols over and over again, worshipping man-made things they could see instead of the all-powerful (omnipotent), One True God.
4. After that, an angel of the Lord sat down under an oak tree near where Gideon, of the tribe of Manasseh, was secretly threshing grain to hide it from the Midianites.



HISTORICAL NOTE: While in control, the Midianites would not allow the Israelites to harvest their grain, so Gideon was hiding his work in a winepress. A winepress was usually made of two troughs, cut out of rock, with a channel connecting them. The grapes were brought in baskets from the vineyard and put in the winepress (in the upper trough); there the grapes were smashed with bare feet, and the juice drained off into the lower reservoir. The upper trough could be eight or ten feet square and 12 to 18 inches deep, while the lower one was three or four feet deep and about four feet square.

5. The angel called Gideon “a valiant (brave) warrior,” which was ironic for two reasons: he was working in secret because he was afraid; and he was a farmer, not a warrior (trained soldier). God can see what we are capable of, even before we know it!
6. Even though Gideon surely knew that the prophet was telling the truth about the reasons for their hardships (Judges 6:10), Gideon showed his lack of faith with questions: “If...Why...Where...How....” Verse 14 says “the Lord **turned to**” Gideon to look at him, saying, “Have I not sent you?” “Surely I will be with you.”



RECOMMENDED READING FOR TEACHERS: See the article “[Seeing God ‘Face to Face’](#)” by Eric Lyons on the Apologetics Press Web site for a discussion about an alleged Bible discrepancy regarding humans seeing God.



NOTE: In Judges 6:14, the speaker changes from being the Angel of the Lord to being the Lord, Himself. Barnes explains: “When messages are delivered by the Angel of the Lord, the form of the message is as if God Himself were speaking” (*Barnes’ Notes on the Old Testament*, 2010, electronic database). “Angel of the Lord” and “Lord” are used interchangeably elsewhere in Scripture as well (e.g., Judges 2:1; Exodus 3).

7. God allowed Gideon to ask questions, to express his fear, and to ask for signs (proof) that this angel was really speaking for God. Gideon prepared unleavened bread and a lamb and brought them to the angel. The angel told him to put the meat and bread on a nearby rock and pour broth over everything. After Gideon followed his instructions, the angel held out his staff, and fire came from the middle of the rock, burning up everything.
8. The angel told Gideon to tear down his father's altar to Baal and the **Asherah** beside it using a young bull. Gideon was afraid to do so during the day, because of the wrath of his family and the men of the city, so he went at night time. Then Gideon offered the bull as a sacrifice to God on the wood left from the Asherah.



Asherah: a wooden pole worshipped as an idol representing the Canaanite goddess Asherah

9. The next morning, the men of the city were very upset. After an investigation, they found out that Gideon had torn down the idol and burned the Asherah. They wanted to kill Gideon, but his father Joash said if Baal were really a god, he could defend himself.



NOTE: It is interesting to note that Gideon's father stood up for him when the men of the city came to kill Gideon. Judges 6:25 indicates that the altar was Gideon's father's, and verse 27 indicates that Gideon had reason to fear "his father's household" or "family" by destroying the idols. Either his father was still loyal to Baal, but stood up for his son so he would not be killed, or he had a change of heart concerning his allegiance to Baal. Given his zealous statement in verse 31, the later seems more likely.



RECOMMENDED READING FOR TEACHERS: See the article "[Different Names, Same Person](#)" by Eric Lyons on the Apologetics Press Web site for a discussion about an alleged Bible discrepancy regarding Gideon's name.

10. Then the Midianites, Amalekites, and others from the East, gathered together in the Valley of Jezreel. So Gideon gathered Israelites, including the Abiezrites (i.e., descendants of Abiezer, the son of Manasseh) and others of Manasseh, soldiers from Asher, Zebulun, and Naphtali. Many soldiers came.



NOTE: It is interesting to note that men from the tribes of Zebulun and Naphtali were a significant part of Gideon's army, as they were in Barak's army (Judges 4:6,10; 5:18).

11. Then Gideon asked for a second sign to determine whether God would give Israel victory through Gideon. He asked God to make a piece of wool (fleece) wet and the ground around it dry. The next morning, that is exactly what he found. Gideon asked for a third sign: make the fleece dry and the ground around it wet. The next morning, it was exactly as Gideon had asked.
12. At least 32,000 Israelite men came to Mount Gilead, near the Midianite camp. After all the signs God had given Gideon, He expected Gideon to trust Him even more—to defeat the Midianites with only a "skeleton crew," an "army" of only 300 men. (With OLDER CHILDREN, read Judges 7:1-8 to find out why thousands of men were sent home.) Gideon had to trust God to go into battle with only 300 men and not be afraid.

13. God told Gideon to sneak into the Midianite camp that night with his servant Purah to listen to what the enemy soldiers were saying. The Midianites and their allies, the Amalekites, were camped in a huge valley; there were so many that they looked like locusts covering the ground. Gideon and Purah were able to get close enough to some of the soldiers and overhear them talking about a dream. The Midianite soldier who had the dream described it. His companion then said, “This is nothing else but the sword of Gideon...for into his hand God has delivered Midian and the whole camp” (Judges 7:14). Hearing this, Gideon and Purah went back to their own camp, excited and confident that God would help them defeat this vast army. Gideon responded by bowing down and worshipping God.
14. As God directed him, Gideon divided the 300 men into three companies and spread them out around the valley. They each had a trumpet in their right hands and empty pitchers and torches in their left hands. “At the beginning of the **middle watch**” (i.e., just after 10:00 PM), Gideon gave the signal, and all 300 men blew their trumpets at the same time, jolting the enemy soldiers from their sleep! Then Gideon and his men broke all their pitchers. The loud noises and the torches all around them made the Midianites think a much larger army was ambushing them. In the darkness, the Midianites were confused and frightened. They were so frightened that they started killing each other! Over 120,000 enemy soldiers died that night (Judges 8:10).



HISTORICAL NOTE: The Israelites divided the night, starting at 6:00 PM, into three, four hour “watches.” The **middle watch** was from 10:00 PM-2:00 AM, when we are in our deepest sleep. [See *The Pulpit Commentary*, Volume 3, 2007, electronic database]

15. Throughout the Bible, signs and miracles have been given to prove that the message spoken was, without any doubt, from God, Himself (Mark 16:20). Although the signs that God gave Gideon proved God’s will for Gideon, Gideon was still afraid at times to obey God, just as we will be afraid to obey God at times too, even though we know God is there and with us. God knew that Gideon could do the job, but he had to overcome his fear and obey.
16. Even when I am afraid, I must remember that God is with me, just like He was with Gideon. If I believe that God is with me, I have to be willing to do whatever He asks me to do—faith plus action!

PRE-CLASS ACTIVITIES/LEARNING CENTERS (TO BE USED AS CHILDREN ARE ARRIVING—BEFORE CLASS, AND UP TO THE FIRST FIVE MINUTES OF CLASS; OR AS HOMEWORK):

- Click here for complete [Activity Book](#) and [Answer Key](#).

Ages 2-5:

- “[Gideon Coloring Sheet](#)” (provided in activity sheets)
- Help the children roll up laminated sheets of construction paper to form “trumpets.” Provide paper coffee cups with handles for their “pitchers”/“empty jars.” An illustrated horn pattern is available from *Bible Stories to Color and Tell* for ages 6-8 from 21st Century Christian (p. 59).
- Coloring page in *Bible Stories to Color and Tell* for ages 6-8 from 21st Century Christian (p. 58).
- Gideon activities in *Bible Stories to Color and Tell* for ages 3-6 from 21st Century Christian (pp. 61-62).
- Let the children act out the story, or ask some teenagers from your congregation to act out the story for them.
- Ask the children to stand against one wall, and tell them they are in Gideon’s army, moving toward

the Midianites. Ask a simple question from the story and when someone answers, they can all take a step closer to the other side of the room. Ask questions until they have advanced to the other side of the room (the Midianite camp).

1st-2nd Graders:

- Let the children act out the story, or ask some teenagers from your congregation to act out the story for them.
- [“Gideon Word Search”](#) (provided in activity sheets)
- Torches and Jars: Cut out 8-10 jar shapes and torch shapes. Write questions about the lesson on the jars and the answers to the questions on the torches. Let one or two students match the correct torches and jars. To use this as a group game, tape the torches on the board. Let each student choose a question, then look for the correct answer on the board.
- [“Gideon True or False”](#) Activity (T/F questions provided in activity sheets): Write true and false statements about the story of Gideon and his army on the lid of a fairly shallow gift box. (To make the box more sturdy, stuff it with newspaper or styrofoam pieces. Tape the box together well, with packing tape.) With an ice pick, punch a hole beside each statement. Then write “T” or “F” on the heads of several golf tees. Tell the students to put the “T” golf tees in the holes beside the true statements and “F” golf tees in the holes beside the false statements.
- Gideon and 300 Men Review Game: Draw a valley between two mountains on the lid of a large, fairly shallow gift box. With an ice pick, punch 8-10 holes on each mountain. (To make the box more sturdy, stuff it with newspaper or styrofoam pieces. Tape the box together well, with packing tape.) Divide the class into two teams, and give each team 8-10 golf tees. Each team will take turns answering questions about the lesson. For every correct answer, they can put a tee on their own “mountain.” [To add difficulty, for every incorrect answer, they must remove a tee.] The first team to put all its tees on their mountain wins the game.
- [“Gideon Fill in the Blank”](#) (provided in activity sheets)

3rd-4th Graders:

- [“Gideon Word Search”](#) (provided in activity sheets)
- Torches and Jars: Cut out 8-10 jar shapes and torch shapes. Write questions about the lesson on the jars and the answers to the questions on the torches. Let one or two students match the correct torches and jars. To use this as a group game, tape the torches on the board. Let each student choose a question, then look for the correct answer on the board.
- [“Gideon True or False”](#) Activity (T/F questions provided in activity sheets): Write true and false statements about the story of Gideon and his army on the lid of a fairly shallow gift box. (To make the box more sturdy, stuff it with newspaper or styrofoam pieces. Tape the box together well, with packing tape.) With an ice pick, punch a hole beside each statement. Then write “T” or “F” on the heads of several golf tees. Tell the students to put the “T” golf tees in the holes beside the true statements and “F” golf tees in the holes beside the false statements.
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- [“Gideon Fill in the Blank”](#) (provided in activity sheets)

- Have the children read the following:
 - Judges 6-10 [This could be assigned Sunday, to be completed by Wednesday.] Print out copies of the Judges 6-10 quiz from AP's [Advanced Bible Reader](#) site for the children to take
 - *God Provides Victory through Gideon*, by Joanne Bader, Arch books
 - *Gideon, Blow Your Horn!* by Jennifer Nystrom and Marjorie Redford, Standard Publishing, Happy Day Books
 - *Gideon's Army*, by Maissa Bessada, Creative Publishing
 - *Gideon and the Small Army*, by Joy Melissa Jensen, Famous People of the Bible, Scandinavia Publishing House
 - *Gideon: Soldier of God*, by Carine Mackenzie, Christian Focus Publications
 - *Gideon and the Times of the Judges*, by Joy Melissa Jensen, Contemporary Bible Series, Scandinavia Publishing House (DISCLAIMERS: change "bride-to-be" on p. 33 to "wife"; p. 34: the Bible does not say that the foxes were tied together with oil-soaked rags that were lit; p. 42: remove "at least one of")
 - *Gideon Fights for God*, by Penny Frank, Lion Publishing
 - *Why Was Gideon Worried?* by Pauline Youd, Scandinavia Publishing House
 - "Furnace of Faith" article from *Discovery* magazine: [June, 2000](#)
 - "The Cycle of Judges" article from *Discovery* magazine: [December, 2004](#)

SONGS:

"THE JUDGES"

Author: Jeff Miller

(Tune: See "[Kids Prep](#)" CD)

There once were Jewish judges,
 After Moses and Joshua lived.
 They helped to bring God's judgment,
 On the wicked people of Canaan.

Othniel, Ehud, Shamgar, Deborah,
 Gideon, Tola, and then Jair,
 Jephthah, Ibzan, Elon, Abdon,
 Samson, Eli, Samuel.

"A HAPPY PLACE" ([Click to Hear](#))

Author: Unknown*

(Tune: "The Farmer in the Dell")

I like to go to church.
 It's a happy place to be.
 My brothers and my sisters,
 And my mom and dad and me.

I like to see my friends,
 Come walking down the aisle.
 I'm happy when they nod to me,
 And smile a great big smile.

Our teacher's nice and kind.
 She teaches us to mind.

She tells us about Jesus,
And how we can be kind.

I like to go to church,
It's a happy place to be.
I know that you'll be happy,
If you come and go with me.

“CHOOSE YOU THIS DAY” ([Click to Hear](#))

(Author: Unknown*)
(Tune: “Are You Sleeping”)

Choose you this day,
Choose you this day,

Whom to serve,
Whom to serve.

As for me and my house,
As for me and my house,

We'll serve God.
We'll serve God.

“TRUST AND OBEY” ([Click to Hear](#))

Author: John Sammis
(Tune: See church songbook)
(Last verse and chorus with older children; Chorus only with younger children.)

VERSE 1:

When we walk with the Lord,
In the light of His Word,
What a glory He sheds on our way!
While we do His good will,
He abides with us still,
And with all who will trust and obey.

CHORUS:

Trust and obey,
For there's no other way,
To be happy in Jesus,
But to trust and obey.

VERSE 2:

Then in fellowship sweet,
We will sit at His feet,
Or we'll walk by His side in the way.
What He says we will do.

Where He sends we will go.
Never fear, only trust and obey.

(CHORUS)

“THE JUDGES” ([Click to Hear](#))

Author: Unknown*

(Tune: “One Little, Two Little, Three Little Indians”)

God set jud-ges over Is-rael,
One brave wo-man, 13 men.

They helped Is-rael fight their bat-tles,
Led them back to God from sin.

Oth-niel, E-hud, Sham-gar, Debo-rah,
Gid-eon, To-la, and then Jair,
Jeph-thah, Ib-zan, E-lon, Ab-don,
Sam-son, E-li, Sam-u-el.

“FAITH, OBEDIENCE, AND AUTHORITY” ([Click to Hear](#))

Author: Sarah Richey

(Tune: “Farmer in the Dell”)

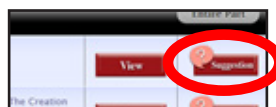
Believing in the Lord,
Believing in the Lord,
That’s what faith is,
Believing in the Lord.

Doing what He said,
Doing what He said,
That is obedience,
Doing what He said.

Telling what to do,
Telling what to do,
That is authority,
Telling what to do.

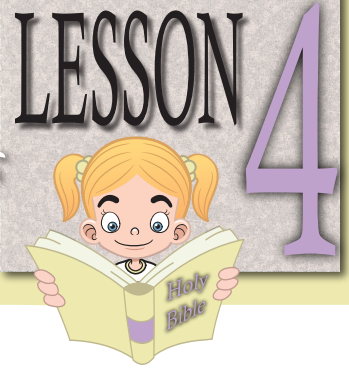
*Author Unknown: Please contact us through the feedback button for this lesson if you are aware of any copyright information for this song.

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Gideon

Judges 8-9



Old Testament 5

Part 1: Israel's Cycle of Disobedience; The Time of the Judges

WEDNESDAY EVENING

Old Testament 5 [Class Attendance Sheet](#) provided in activity sheets (NOTE: The document is interactive, allowing the teacher to type in the Class, Teacher, and the children's names.)

SCRIPTURE REFERENCES:

Judges 8-9; Hebrews 11:32; James 2

MEMORY WORK:

YOUNGER CHILDREN: "The Lord is my helper; I will not fear" (Hebrews 13:6b).

OLDER CHILDREN: "So we may boldly say: 'The Lord is my helper; I will not fear. What can man do to me?'" (Hebrews 13:6).

SONGS AND FINGERPLAYS (SEE END OF SUNDAY'S LESSON FOR WORDS):

A [song book](#) and [audio recordings](#) of many of the curriculum songs are available on the curriculum Web site.

- ["The Judges"](#)
- ["A Happy Place"](#)
- ["Choose You This Day"](#)
- ["Trust and Obey"](#)
- ["The Judges"](#)
- ["Faith, Obedience, and Authority"](#)

LESSON VISUALS AND TEACHING AIDS (NOTE ANY DISCLAIMERS):

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- Betty Lukens' felt pieces
- Judges A Beka Flash-A-Card Series (DISCLAIMERS: use the cards, *not the lesson book*; skip cards 3.2 and 3.3)
- Cut out a large circle from poster board. Cut the circle into four equal sections to show the cycle of the Israelites' behavior in the time of the judges. If possible, include pictures to go with each part of the cycle (e.g., picture of idol with word "Disobeyed," picture of soldier with word(s) "Trouble" or "Attacked by Enemies," picture of person on his knees praying with word "Repented," and picture of judge



with “God sent a DELIVERER.”)

PERSONAL APPLICATION:

If I trust God (have faith in Him), I will show (demonstrate) that trust by the things that I do.
(This is the same application as was used in Lesson 3.)

INTRODUCTION:

Review [O.T. 5 Bible Facts Flashcard](#) (provided under “O.T. 5 Bible Facts” on curriculum Web site)

POINTS TO EMPHASIZE:

Review Sunday’s lesson (see [O.T. 5 Review Questions](#) for example questions)

OLDER CHILDREN:

After the great victory against the Midianites, the Israelites asked Gideon to be their king. He refused, saying, “The Lord shall rule over you!” But Gideon used this opportunity to ask for something else: all their gold earrings and ornaments. These “ornaments,” weighing about 70 pounds (Judges 8:21), were probably “crescents” associated with worship of the Moon (See Genesis 35:1-4). Gideon used the gold to make an **ephod**—which the Israelites later worshipped as an idol. “What the Midianites could not do by means of swords, Satan accomplished with earrings. It is sad to see the man who overthrew Baal’s altar now setting up an idol of his own” (Warren Wiersbe, *Wiersbe’s Expository Outlines on the Old Testament*, p. 238. ISBN: 0-89693-847-6)



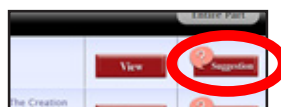
An **ephod** was a garment worn by the Jewish high priest when he conducted worship to God under the Old Law (Exodus 28:4-35; 29:5; 39:22-26; Judges 17:5; 1 Samuel 22:18; 23:9-12; 30:7-8; 2 Samuel 6:14).

Discuss Gideon’s compromise (making the ephod) and problems with his family, especially with his son Abimelech (Judges 8-9):

PRE-CLASS ACTIVITIES/LEARNING CENTERS (TO BE USED AS CHILDREN ARE ARRIVING—BEFORE CLASS, AND UP TO THE FIRST FIVE MINUTES OF CLASS; OR AS HOMEWORK):

See Sunday morning’s lesson

*** IF YOU HAVE SUGGESTIONS PERTAINING TO THIS LESSON, PLEASE CLICK THE “SUGGESTION” BUTTON BESIDE THE BUTTON FOR THIS LESSON ON THE CURRICULUM WEB SITE.



Samson's Early Life

Judges 13-15



Old Testament 5

Part 1: Israel's Cycle of Disobedience; The Time of the Judges

SUNDAY MORNING

Old Testament 5 [Class Attendance Sheet](#) provided in activity sheets (NOTE: The document is interactive, allowing the teacher to type in the Class, Teacher, and the children's names.)

SCRIPTURE REFERENCES:

Judges 13-15; Hebrews 11:32

MEMORY WORK:

YOUNGER CHILDREN: "[L]ove does not parade itself, is not puffed up" (1 Corinthians 13:4b).

OLDER CHILDREN: "A man's pride will bring him low, but the humble in spirit will retain honor" (Proverbs 29:23).

SONGS AND FINGERPLAYS (SEE END OF LESSON FOR WORDS):

A [song book](#) and [audio recordings](#) of many of the curriculum songs are available on the curriculum Web site.

- ["The Judges"](#)
- ["Samson"](#)
- ["Samson"](#)
- ["S-A-M-S-O-N"](#)
- ["Faith, Obedience, and Authority"](#)

LESSON VISUALS AND TEACHING AIDS (NOTE ANY DISCLAIMERS):

- See [AP's Pinterest page](#) for ideas on bulletin boards, visuals, crafts, etc. [DISCLAIMER: Pins may sometimes need to be adjusted to be Scriptural.]
- [Judges and King Saul Bible fact cards](#) (provided under "O.T. 5 Bible Facts" on curriculum Web site)
- "Summary of the Bible" from "[Kids Prep](#)" CD by Jeff Miller
- Betty Lukens' felt pieces
- Judges A Beka Flash-A-Card Series (DISCLAIMERS: use the cards, *not the lesson book*; skip cards 3.2 and 3.3)
- Cut out a large circle from poster board. Cut the circle into four equal sections to show the cycle of the Israelites' behavior in the time of the judges. If possible, include pictures to go with each part of the cycle (e.g., picture of idol with word "Disobeyed," picture of soldier with word(s) "Trouble" or "Attacked by Enemies,"



picture of person on his knees praying with word “Repented,” and picture of judge with “God sent a DELIVERER.”)

PERSONAL APPLICATION:

I will get into trouble and make God very unhappy when I think too much of myself and act arrogant and full of pride.

LESSON STARTS HERE

INTRODUCTION: (YOUNGER CHILDREN)

Which judge did we talk about last week? (Gideon) Who can tell me something about him? We have talked about how the Israelites obeyed God as long as they had a strong leader. Then they turned away from God and were punished. They prayed to God for help, and He sent another judge to help them so they would obey God again. Today, we are going to learn about a judge who was the strongest man in the world!

INTRODUCTION: (OLDER CHILDREN)

Review last week’s lesson.

Have you ever known someone who bragged on himself/herself all the time? How does it make you feel to be around that person? We all have talents and things we do well, but we need to be careful not to be too proud of ourselves. We need to remember where our talents come from (God) and to give Him the glory. In today’s lesson, we are going to learn about a very strong man who did great things. But he thought more about himself than about God, and his pride hurt a lot of people.

POINTS TO EMPHASIZE:

1. After 40 years of peace and safety under Gideon, the Israelites again forgot about God and turned to idols (Judges 13:1). From the small tribe of Dan, God chose an older couple, with no children, to be the parents of a son that they were to raise as another deliverer (judge) for Israel. Manoah and his wife were a little afraid, as well as excited, when an angel appeared to tell them they would have a son.



HISTORICAL NOTE: The territory of the tribe of Dan was surrounded by five major Philistine city-states, each of which was ruled by ruthless kings (Numbers 1:12,38,39).

2. The angel told Manoah and his wife that their son should be raised to be holy and set apart for God. He was to be a **Nazirite**. The angel told Manoah that his son was to stay away from “strong drink,” i.e., alcoholic beverages, and he was never to cut his hair.



Nazirite: A Nazirite was a person who was personally committed to not do specific things for a certain period of time. This commitment was usually made by a man’s vow to God; in Samson’s case, his parents were directed by God to make Samson a Nazirite. According to Numbers 6, the idea behind the Nazirite vow was that that person was to be holy: set apart for the service of God (Numbers 6:2,13,18-21)

3. When their baby boy was born, Manoah and his wife named him Samson. He “grew, and the Lord blessed him” (Judges 13:24). He was a special gift from God, born to godly parents. (Manoah prayed, “Teach us what we shall do for the child.”) But as Samson got older, he became spoiled and impulsive, often doing things that hurt himself and/or other people.
4. Instead of staying away from the enemies of the Israelites (the idol-worshipping peoples around them) as God had commanded, Samson ignored God’s commands and went into their land. Apparently he was accustomed to making demands and getting what he wanted. Samson saw a Philistine woman one day and told his parents that he wanted her for his wife. Samson demanded that his father “get her for me, for she pleases me well” (Judges 14:3b). His parents tried to talk him out of marrying one of their idol-worshipping enemies, but Samson was insistent. Finally they gave in and went with him to Timnah to arrange the marriage.
5. As they came to Timnah, a lion came out on the road toward Samson. Samson grabbed the roaring lion and killed it with his bare hands! He decided not to tell his parents about it.
6. The marriage was arranged, and a great feast was held to celebrate. But Samson became angry with some of his friends and returned to his father’s house in Dan—without his new wife! This was a disgrace for his family and hers. So her father decided to give her to Samson’s best man as a wife.
7. After some time had passed and the time of wheat harvest had come, Samson decided to go back to Timnah and claim the woman he had married. When he found out she had been given to his friend, he became so angry that he caught 300 foxes and tied them together in pairs, by their tails. To each pair of tails he tied a torch, and then set the foxes loose in the grain fields of the Philistines. The grain caught fire and the foxes with torches on their tails completely destroyed all the grain.
8. Shortly after that incident, the Philistines tried to trap Samson. They tied him up, but he broke all the bonds with his great strength. He picked up the jawbone of a donkey from the field and killed 1,000 men with it.
9. God had told the Israelites when they first came to Canaan that they should get rid of all the idol-worshipping people there, but they did not finish the job. Samson killed several thousand Philistines at different times, sometimes from selfish motives, and sometimes because of his pride. In spite of Samson’s mistakes and poor judgment, God caused “everything to work for good” for His people so that they had 20 more years of peace while Samson was a judge. He is mentioned in Hebrews 11 as one of the Old Testament people with great faith from whom we should learn.
10. Samson’s main problem was **pride**. Samson was the strongest man in the world. But he often forgot to give glory (credit, praise) to God for those blessings. (Draw parallels with popular modern-day prominent people, like wrestlers, professional athletes, TV/movie stars, etc.)
11. Pride is thinking too much of yourself, rather than giving credit to other people, or more importantly to God. (With older children, read the following scriptures: 1 Samuel 2:3; Proverbs 11:2; 16:5; 18:12; 29:23; 1 Corinthians 10:12; Philippians 2:3-4; Romans 12:3; James 4:10.) Jesus is the Son of God—much more powerful than Samson—but He never bragged about Himself and always gave credit to God.

PRE-CLASS ACTIVITIES/LEARNING CENTERS (TO BE USED AS CHILDREN ARE ARRIVING—BEFORE CLASS, AND UP TO THE FIRST FIVE MINUTES OF CLASS; OR AS HOMEWORK):

- Click here for complete [Activity Book](#) and [Answer Key](#).

Ages 2-5:

- “[Samson Coloring Sheet](#)” (provided in activity sheets)
- Foxy Review Game (for four and five year olds): Make 8-10 copies of a drawing of a fox (from a coloring book or online site). Cut all the drawings in half. Write a review question on one half of each fox and the answer on the corresponding half. Help the children read and match the halves correctly. Instead of cutting the foxes in half, you could match pairs of foxes. ([Fox cutouts](#) provided in activity sheets)
- Samson wigs: Make a headband of poster board or construction paper for each child. Tape 12” lengths of brown or black yarn to the inside of the headbands.
- Let the children take turns acting out the angel’s announcement to Samson’s parents about his birth, or let members of your youth group act out the scene.
- Sewing cards: Make a large cutout of a lion on cardstock for each child. On the back of the lions, write, “Samson was so strong he killed a lion.” On the front write the memory verse. Punch holes around the edges of the lions, and cut strips of yarn long enough for the children to “sew” around the lions. ([Lion cutouts](#) provided in activity sheets)
- Cut out drawings/outlines of foxes with visible tails on card stock. Punch holes in each of the tails, and use yarn or string to tie the tails of the foxes together in pairs. ([Fox and tail cutouts](#) provided in activity sheets)

1st-2nd Graders:

- Foxy Review Game: Make 8-10 copies of a drawing of a fox (from a coloring book or online site). Cut all the drawings in half. Write a review question on one half of each fox and the answer on the corresponding half. Help the children read and match the halves correctly. Instead of cutting the foxes in half, you could match pairs of foxes. ([Fox cutouts](#) provided in activity sheets)
- Who Am I? Game: On index cards, write 2-4 clues about each judge or key character in this lesson and previous lessons. Read the clues, one at a time, until a child (or team) can guess the character’s identity. ([Click here](#) for note cards provided in activity sheets)
- “[Samson Word Search](#)” (provided in activity sheets)

3rd-4th Graders:

- Who Am I? Game: On index cards, write 2-4 clues about each judge or key character in this lesson and previous lessons. Read the clues, one at a time, until a child (or team) can guess the character’s identity. ([Click here](#) for note cards provided in activity sheets)
- “[Samson Word Search](#)” (provided in activity sheets)
- Divide the children into groups of three or four, giving each group a Bible concordance. Ask the children to look up Scripture references for words from this lesson series, such as “pride,” “arrogance,” “humble,” etc. Discuss verses together as the groups read them aloud.
- Have the children read the following:
 - Judges 11-15 [This could be assigned Sunday, to be completed by Wednesday.] Print out copies of the Judges 11-15 quiz from AP’s [Advanced Bible Reader](#) site for the children to take.
 - “A Strong Man’s Weakness” article from *Discovery* magazine: [December, 2004](#)
 - “The Cycle of Judges” article from *Discovery* magazine: [December, 2004](#)
 - “City Walls, City Gates, and a Really Strong Man!” article from *Discovery* magazine:

[April, 2000](#)

- “To God Be the Glory” article from *Discovery* magazine: [March, 2004](#)
- *Samson*, by Loyal Kolbrek and Chris Larson, Arch books (DISCLAIMER: skip note to parents)
- *Gideon and the Times of the Judges*, by Joy Melissa Jensen, Contemporary Bible Series, Scandinavia Publishing House (DISCLAIMERS: change “bride-to-be” on p. 33 to “wife”; p. 34: the Bible does not say that the foxes were tied together with oil-soaked rags that were lit; p. 42: remove “at least one of”)

SONGS:

“THE JUDGES”

Author: Jeff Miller

(Tune: See “[Kids Prep](#)” CD)

There once were Jewish judges,
After Moses and Joshua lived.
They helped to bring God’s judgment,
On the wicked people of Canaan.

Othniel, Ehud, Shamgar, Deborah,
Gideon, Tola, and then Jair,
Jephthah, Ibzan, Elon, Abdon,
Samson, Eli, Samuel.

“SAMSON” ([Click to Hear](#))

Author: Unknown*

(Tune: “Muffin Man”)

O, do you know the strongest man,
The strongest man,
The strongest man?
O, do you know the strongest man,
Who lived in Bible times?

O, Samson was the strongest man
The strongest man,
The strongest man.

O, Samson was the strongest man,
Who lived in Bible times.

“SAMSON” ([Click to Hear](#))

Author: Unknown*

(Tune: “Sunlight, Sunlight” chorus only)

Samson, Samson, You are very strong.
Samson, Samson, Your hair is very long.
You killed a great big lion,

You killed Philistines, too.
Samson, we all know that God was helping you.

“S-A-M-S-O-N” ([Click to Hear](#))

Author: Sarah Richey (Revised by: Jeff Miller)
(Tune: “M-I-C-K-E-Y M-O-U-S-E”)

S-A-M, S-O-N,
Samson was his name.

Sam-son (Sam-son!), Sam-son (Sam-son!).
He was the strongest man who ever lived!

Come along and learn with me,
A great Bi-ble sto-ry.

S-A-M,-S-O-N,
Samson was his name.

“FAITH, OBEDIENCE, AND AUTHORITY” ([Click to Hear](#))

Author: Sarah Richey
(Tune: “Farmer in the Dell”)

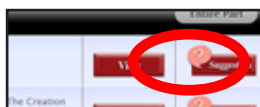
Believing in the Lord,
Believing in the Lord,
That’s what faith is,
Believing in the Lord.

Doing what He said,
Doing what He said,
That is obedience,
Doing what He said.

Telling what to do,
Telling what to do,
That is authority,
Telling what to do.

*Author Unknown: Please contact us through the feedback button for this lesson if you are aware of any copyright information for this song.

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Samson's Early Life

Judges 13-15



Old Testament 5

Part 1: Israel's Cycle of Disobedience; The Time of the Judges

WEDNESDAY EVENING

Old Testament 5 [Class Attendance Sheet](#) provided in activity sheets (NOTE: The document is interactive, allowing the teacher to type in the Class, Teacher, and the children's names.)

SCRIPTURE REFERENCES:

Joshua 13-15; Hebrews 11:32

MEMORY WORK:

YOUNGER CHILDREN: "[L]ove does not parade itself, is not puffed up" (1 Corinthians 13:4b).

OLDER CHILDREN: "A man's pride will bring him low, but the humble in spirit will retain honor" (Proverbs 29:23).

SONGS AND FINGERPLAYS (SEE END OF SUNDAY'S LESSON FOR WORDS):

A [song book](#) and [audio recordings](#) of many of the curriculum songs are available on the curriculum Web site.

- ["The Judges"](#)
- ["Samson"](#)
- ["Samson"](#)
- ["S-A-M-S-O-N"](#)
- ["Faith, Obedience, and Authority"](#)

LESSON VISUALS AND TEACHING AIDS (NOTE ANY DISCLAIMERS):

- See [AP's Pinterest page](#) for ideas on bulletin boards, visuals, crafts, etc. [DISCLAIMER: Pins may sometimes need to be adjusted to be Scriptural.]
- [Judges and King Saul Bible fact cards](#) (provided under "O.T. 5 Bible Facts" on curriculum Web site)
- "Summary of the Bible" from "[Kids Prep](#)" CD by Jeff Miller
- Betty Lukens' felt pieces
- Judges A Beka Flash-A-Card Series (DISCLAIMERS: use the cards, *not the lesson book*; skip cards 3.2 and 3.3)
- Cut out a large circle from poster board. Cut the circle into four equal sections to show the cycle of the Israelites' behavior in the time of the judges. If possible, include pictures to go with each part of the cycle (e.g., picture of idol with word "Disobeyed," picture of soldier with word(s) "Trouble" or "Attacked by Enemies,"



picture of person on his knees praying with word “Repented,” and picture of judge with “God sent a DELIVERER.”)

PERSONAL APPLICATION:

I will get into trouble and make God very unhappy when I think too much of myself and act arrogant and full of pride.

INTRODUCTION:

Review [O.T. 5 Bible Facts Flashcard](#) (provided under “O.T. 5 Bible Facts” on curriculum Web site)

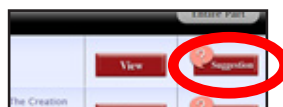
POINTS TO EMPHASIZE:

1. Review Sunday’s lesson (see [O.T. 5 Review Questions](#) for example questions), especially the main points of Samson’s early life—emphasizing his **pride**.
2. As is appropriate for your class, cover the part of Samson’s life from the beehive in the lion carcass to the cost of his foolish riddle (Judges 14:6-20). Keep in mind that when Samson returned to find the honey in the carcass of the lion, he broke God’s specific commands about touching the body of anything or anyone dead (Leviticus 7:21,26). This shows another weakness in his character: the willingness to “play” with sin for a moment of pleasure (Proverbs 25:27).

PRE-CLASS ACTIVITIES/LEARNING CENTERS (TO BE USED AS CHILDREN ARE ARRIVING—**BEFORE** CLASS, AND UP TO THE FIRST FIVE MINUTES OF CLASS; OR AS HOMEWORK):

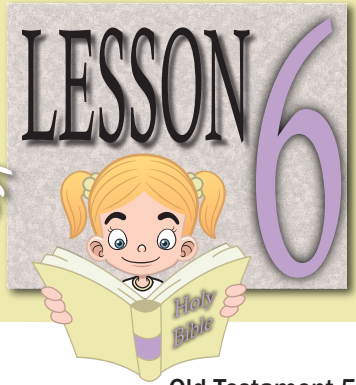
See Sunday morning’s lesson

*** IF YOU HAVE SUGGESTIONS PERTAINING TO THIS LESSON, PLEASE CLICK THE “SUGGESTION” BUTTON BESIDE THE BUTTON FOR THIS LESSON ON THE CURRICULUM WEB SITE.



Samson and Delilah; Samson's Imprisonment and Death

Judges 16



Old Testament 5
Part 1: Israel's Cycle of Disobedience; The Time of the Judges

SUNDAY MORNING

Old Testament 5 [Class Attendance Sheet](#) provided in activity sheets (NOTE: The document is interactive, allowing the teacher to type in the Class, Teacher, and the children's names.)

SCRIPTURE REFERENCES:

Judges 16

MEMORY WORK:

YOUNGER CHILDREN: "Do not be deceived: 'Evil company corrupts good habits'" (1 Corinthians 15:33).

OLDER CHILDREN: "Do not be deceived: 'Evil company corrupts good habits'" (1 Corinthians 15:33).

SONGS AND FINGERPLAYS (SEE END OF LESSON FOR WORDS):

A [song book](#) and [audio recordings](#) of many of the curriculum songs are available on the curriculum Web site.

- ["The Judges"](#)
- ["Samson"](#)
- ["S-A-M-S-O-N"](#)
- ["Samson"](#)
- ["Faith, Obedience, and Authority"](#)

LESSON VISUALS AND TEACHING AIDS (NOTE ANY DISCLAIMERS):

- See [AP's Pinterest page](#) for ideas on bulletin boards, visuals, crafts, etc. [DISCLAIMER: Pins may sometimes need to be adjusted to be Scriptural.]
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- "Summary of the Bible" from "[Kids Prep](#)" CD by Jeff Miller
- Betty Lukens' felt pieces
- Judges A Beka Flash-A-Card Series (DISCLAIMERS: use the cards, *not the lesson book*; skip cards 3.2 and 3.3)
- Cut out a large circle from poster board. Cut the circle into four equal sections to show the cycle of the Israelites' behavior in the time of the judges. If possible, include pictures to go with each part of the cycle (e.g., picture of idol with word



“Disobeyed,” picture of soldier with word(s) “Trouble” or “Attacked by Enemies,” picture of person on his knees praying with word “Repented,” and picture of judge with “God sent a DELIVERER.”)

- **Samson Shadowbox:** Draw a palace scene on the inside of a large box. Use figures from old flannelgraph or handouts for the multitude of Philistines in the palace. Make two columns out of children’s blocks and use a Bible character figurine (or a toy action figure) for Samson.

PERSONAL APPLICATION:

I have to choose carefully the people that I spend time with.

LESSON STARTS HERE

INTRODUCTION: (YOUNGER CHILDREN)

Last week, we talked about a man who was very strong. He was a judge and had long hair. What was his name? (Samson) We talked about how he did not always make the best choices. Today we are going to talk about how he lost his strength because of another bad choice he made.

INTRODUCTION: (OLDER CHILDREN)

Sometimes it’s hard to make right choices. That’s one of the reasons God wants us to choose friends who will help us do the right thing. If we have friends who try to get us to lie, cheat, watch programs or movies we shouldn’t, disobey our parents, etc., it gets harder and harder to act like God wants us to. In today’s lesson, we’re going to learn how the people Samson chose to be around pushed him to make bad choices and to disobey God.

POINTS TO EMPHASIZE:

1. Review last week’s lesson.
2. Samson, given great strength as a gift from God, decided to go to the Valley of **Sorek**. He was not interested in being a good leader or good example for the Israelites. When he was young, it seems that all he wanted to do was “to have a good time.” In particular, he spent a lot of time with immoral women. One of those women was Delilah.




Sorek: means “pleasure” or “red, ripe fruit.”

3. Samson had already gotten into trouble because of another Philistine woman (in Timnah). [Remind the children that the Philistines worshipped idols and were people God had told the Israelites not to be friends with.] Samson was stubborn and refused to listen to God’s warnings about the Philistines. They had tried to capture him before. This time they took advantage of his weakness for beautiful women. The leaders of the Philistines went to Delilah and made a deal: if she could find out why Samson was so strong, they would give her a great deal of money: 1,100 pieces of silver from each of the leaders! She agreed and began to entice Samson (to persuade and trick him).



NOTE: The total pieces of silver would have likely been 5,500, given that there were apparently five major Philistine lords (cf. Judges 3:3; 1 Samuel 6:18).

4. Three times Delilah tried to get him to tell her the secret of his strength; and three times he lied to her. (Describe these attempts with as much detail as is appropriate for your class.) Each time he claimed to have told her the secret of his strength, the Philistines attacked him. He should have realized that he was in great danger, but his arrogance about his great strength made him think he could not be defeated. He listened more to Delilah than he did to God.
5. Each time she became more insistent, continually asking him, day after day, until finally he told her that his strength came from God due to his Nazirite vow. More specifically, if his hair were cut, he would lose his strength. Delilah saw that finally Samson was being honest with her. She made him fall asleep with his head on her lap, and while he slept, a man came in and shaved Samson's head.
6. This time, Delilah began to torment and insult him. She called out, "The Philistines are upon you, Samson!" He woke up without his hair and without his strength. God had left him and took Samson's strength with Him.



NOTE: There was nothing miraculous about Samson's hair. There were no supernatural chemicals or magic in the hair that made him strong. Samson's uncut hair, however, was apparently the symbol to God of Samson's commitment to his vow. God connected Samson's miraculous strength with his uncut hair. The strength was given to him by God as a Nazirite and judge to deliver the Israelites from the wicked Philistines. Instead of trusting God, Samson selfishly gave in to a beautiful woman who pretended to be his friend and trusted his own strength instead of God's. By doing so, he ended up breaking his vow, and his blessing of strength was removed.

7. The vow Samson had made to God to be a Nazirite was a serious vow. By carelessly telling Delilah about the vow and trusting in his own strength instead of God's, he had unwittingly told God's enemies how to make Samson break the vow. Samson was being profane, like Esau had been with his birthright (Hebrews 12:16).
8. The Philistines made him blind [gouged out his eyes], put him in chains, and took him to a prison in Gaza. He went from being the strongest man in the world to being a blind, weak prisoner working like an animal on a grindstone deep within the prison.
9. We don't know how long Samson was in the Philistine prison, but it was long enough for his hair to grow again. The Philistines felt no danger from this blind man in chains. But Samson's time pushing the grindstone gave him time to think about the bad choices he had made. He also had time to think about what God had wanted him to do all along—deliver His people.
10. With no respect for Samson or for the one true God Who gave him his strength, the Philistines called for Samson to be brought to a great banquet where they would worship their false god, Dagon, so they could laugh at him—and at his God. Samson was led to the great house where at least 3,000 Philistines were partying on the roof where they could look down and see Samson.
11. The Philistines put him between the pillars holding up the roof. Samson asked the boy who was holding his hand to help him feel the two pillars so that he could lean on them. Then Samson prayed to God and asked Him for great strength one more time. Samson pushed with all his might and made

the supporting pillars of the house fall. When those pillars fell, the entire building fell down. More Philistines died that day at the hand of Samson than at any other time during his life.

12. Lead a discussion on choosing good friends. How do our friends influence us? How do we influence them? Why is it important to choose good friends? What are some ways a friend might help us be closer to God? What are some ways a friend might draw us away from God? (Be careful not to let the discussion turn into talking about others.)
13. There are many lessons to learn from Samson, but one very important lesson is that we cannot be too careful about people with whom we spend our time. Everything we do is supposed to honor (bring glory to) God. We cannot honor God if we listen to our friends more than we listen to God (follow their choices rather than God's Word). True strength is choosing to do what God says. And we need to help each other do the right thing!
14. Samson had done many things that were against God's will, including rebelling against his parents' wishes, lying, touching unclean things, being friends with wicked people, being vengeful, and committing fornication (for younger children: treating women who were not his wife as though they were his wife). Allowing his hair to be cut was a further violation of God's will, since he was to be a Nazirite. Remember that the Bible does not tell us that God was happy with all of the decisions of the judges. Just because the Bible does not come out and condemn every bad thing a person did does not mean that God was okay with it. Sometimes the judges disobeyed God and were not pleasing to Him. Sometimes we read how they were punished, and sometimes their punishment would have come after they died. Regardless of how good they were, God still used them to do His will—to deliver His people, the Israelites. We can learn from the bad things and good things that they did in order to be pleasing to God. God can use us even if we are bad, but if we want to please Him and go to heaven, we must obey His commands.

RECOMMENDED READING FOR TEACHERS: See the following articles on the Apologetics Press Web site for discussion about various individuals that did evil things, but were still considered righteous, and people of faith, whose actions were not always endorsed by God:

- "[Jephthah's Daughter](#)" by Dave Miller
- "[Jephthah's Daughter, the Levites, and Symbolic Sacrifices](#)" by Eric Lyons
- "[Righteous Lot?](#)" by Eric Lyons
- "[Did God Approve of Rahab's Lie?](#)" by Eric Lyons



PRE-CLASS ACTIVITIES/LEARNING CENTERS (TO BE USED AS CHILDREN ARE ARRIVING—**BEFORE** CLASS, AND UP TO THE FIRST FIVE MINUTES OF CLASS; OR AS HOMEWORK):

- Click here for complete [Activity Book](#) and [Answer Key](#).

Ages 2-5:

- "[Samson and Delilah Coloring Sheet](#)" (provided in activity sheets)
- Build two columns out of boxes and let the children take turns being Samson and pushing them down.
- Ask all the children to sit in a circle. Roll a ball to a child, and ask him/her a question from this story or previous ones. Have that child roll the ball to another person in the circle; ask that child a question. Continue until all the children have had a turn.

1st-2nd Graders:

- “[Samson Word Search](#)” (provided in activity sheets)
- Talk with the children about things we should remember from Samson’s life; write their ideas on the board. Give each child a blank booklet you have prepared ahead of time (from printer paper or construction paper stapled together). Ask the children to draw their own pictures on each page about the things they remembered. (Can also provide stickers if available, or small pictures the children can glue in their booklets.)
- Inside a legal file folder, write 8-10 review questions from this week’s and last week’s lessons. Write the answers to the questions on fox cutouts. One or two children should match the foxes to the questions ([fox cutouts](#) provided in activity sheets).
- Write 8-10 review questions on fox cutouts and the answers on figures of Samson. Put magnetic tape on the backs of the shapes. Put the questions on a magnetic board. One or two students can put the correct foxes next to each Samson figure.
- Write 8-10 review questions on colorful library pockets that are glued inside a legal file folder or glued onto a project board. Write the answers to the questions on craft sticks. One or two children can answer the questions by putting the craft sticks in the correct library pockets.
- “[Samson Chronology Activity](#)” (provided in activity sheets): On strips of construction paper or cardstock, write the main events from both lessons about Samson (one event per strip). Mix up the strips of paper, and give one to each child. Ask the children to look at their events and at their classmates’, then line themselves up so that the events are in the correct order.

3rd-4th Graders:

- “[Samson Word Search](#)” (provided in activity sheets)
- Talk with the children about things we should remember from Samson’s life; write their ideas on the board. Give each child a blank booklet you have prepared ahead of time (from printer paper or construction paper stapled together). Ask the children to draw their own pictures on each page about the things they remembered. (Can also provide stickers if available, or small pictures the children can glue in their booklets.)
- Inside a legal file folder, write 8-10 review questions from this week’s and last week’s lessons. Write the answers to the questions on fox cutouts. One or two children should match the foxes to the questions ([fox cutouts](#) provided in activity sheets).
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- Write S A M S O N on the board as an acrostic. As you introduce or review the lesson, write the following words by each letter (or words that you come up with on your own): Son of Manoah/ Selfish, Arrogant, Married wrong woman, Strong/Secret, Obstinate, Nazirite
- Finding Good Friends: Have students look up Scriptures about friends.
- Have the children read the following:

- Judges 16
- “A Strong Man’s Weakness” article from *Discovery* magazine: [December, 2004](#)
- “City Walls, City Gates, and a Really Strong Man!” article from *Discovery* magazine: [April, 2000](#)
- “The Cycle of Judges” article from *Discovery* magazine: [December, 2004](#)
- *Gideon and the Times of the Judges*, by Joy Melissa Jensen, Contemporary Bible Series, Scandinavia Publishing House (DISCLAIMERS: change “bride-to-be” on p. 33 to “wife”; p. 34: the Bible does not say that the foxes were tied together with oil-soaked rags that were lit; p. 42: remove “at least one of”)
- *Samson*, by Loyal Kolbrek and Chris Larson, Arch books (DISCLAIMER: skip note to parents)
- *Samson and Delilah*, by Catherine Storr, Raintree Childrens Books (DISCLAIMER: p. 20—the Bible does not say that Samson and Delilah married)

SONGS:

“THE JUDGES”

Author: Jeff Miller

(Tune: See “[Kids Prep](#)” CD)

There once were Jewish judges,
After Moses and Joshua lived.
They helped to bring God’s judgment,
On the wicked people of Canaan.

Othniel, Ehud, Shamgar, Deborah,
Gideon, Tola, and then Jair,
Jephthah, Ibzan, Elon, Abdon,
Samson, Eli, Samuel.

“SAMSON” ([Click to Hear](#))

Author: Unknown*

(Tune: “Muffin Man”)

O, do you know the strongest man,
The strongest man,
The strongest man?
O, do you know the strongest man,
Who lived in Bible times?

O, Samson was the strongest man
The strongest man,
The strongest man.

O, Samson was the strongest man,
Who lived in Bible times.

“S-A-M-S-O-N” ([Click to Hear](#))

Author: Sarah Richey (Revised by: Jeff Miller)

(Tune: “M-I-C-K-E-Y M-O-U-S-E”)

S-A-M, S-O-N,
Samson was his name.

Sam-son (Sam-son!), Sam-son (Sam-son!).
He was the strongest man who ever lived!

Come along and learn with me,
A great Bi-ble sto-ry.

S-A-M,-S-O-N,
Samson was his name.

“SAMSON” ([Click to Hear](#))

Author: Unknown*

(Tune: “Sunlight, Sunlight” chorus only)

Samson, Samson, You are very strong.
Samson, Samson, Your hair is very long.
You killed a great big lion,
You killed Philistines, too.
Samson, we all know that God was helping you.

“FAITH, OBEDIENCE, AND AUTHORITY” ([Click to Hear](#))

Author: Sarah Richey

(Tune: “Farmer in the Dell”)

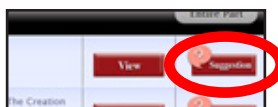
Believing in the Lord,
Believing in the Lord,
That’s what faith is,
Believing in the Lord.

Doing what He said,
Doing what He said,
That is obedience,
Doing what He said.

Telling what to do,
Telling what to do,
That is authority,
Telling what to do.

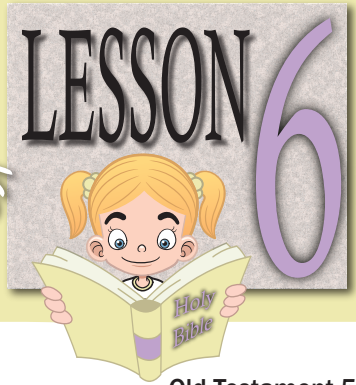
*Author Unknown: Please contact us through the feedback button for this lesson if you are aware of any copyright information for this song.

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Samson and Delilah; Samson's Imprisonment and Death

Judges 16



Old Testament 5
Part 1: Israel's Cycle of Disobedience; The Time of the Judges

WEDNESDAY EVENING

Old Testament 5 [Class Attendance Sheet](#) provided in activity sheets (NOTE: The document is interactive, allowing the teacher to type in the Class, Teacher, and the children's names.)

SCRIPTURE REFERENCES:

Judges 16

MEMORY WORK:

YOUNGER CHILDREN: "Do not be deceived: 'Evil company corrupts good habits'" (1 Corinthians 15:33).

OLDER CHILDREN: "Do not be deceived: 'Evil company corrupts good habits'" (1 Corinthians 15:33).

SONGS AND FINGERPLAYS (SEE END OF SUNDAY'S LESSON FOR WORDS):

A [song book](#) and [audio recordings](#) of many of the curriculum songs are available on the curriculum Web site.

- ["The Judges"](#)
- ["Samson"](#)
- ["S-A-M-S-O-N"](#)
- ["Samson"](#)
- ["Faith, Obedience, and Authority"](#)

LESSON VISUALS AND TEACHING AIDS (NOTE ANY DISCLAIMERS):

- See [AP's Pinterest page](#) for ideas on bulletin boards, visuals, crafts, etc. [DISCLAIMER: Pins may sometimes need to be adjusted to be Scriptural.]
- [Judges and King Saul](#) Bible fact cards (provided under "O.T. 5 Bible Facts" on curriculum Web site)
- "Summary of the Bible" from ["Kids Prep"](#) CD by Jeff Miller
- Betty Lukens' felt pieces
- Judges A Beka Flash-A-Card Series (DISCLAIMERS: use the cards, *not the lesson book*; skip cards 3.2 and 3.3)
- Cut out a large circle from poster board. Cut the circle into four equal sections to show the cycle of the Israelites' behavior in the time of the judges. If possible,



include pictures to go with each part of the cycle (e.g., picture of idol with word “Disobeyed,” picture of soldier with word(s) “Trouble” or “Attacked by Enemies,” picture of person on his knees praying with word “Repented,” and picture of judge with “God sent a DELIVERER.”)

- **Samson Shadowbox:** Draw a palace scene on the inside of a large box. Use figures from old flannelgraph or handouts for the multitude of Philistines in the palace. Make two columns out of children’s blocks and use a Bible character figurine (or a toy action figure) for Samson.

PERSONAL APPLICATION:

I have to choose carefully the people that I spend time with.

INTRODUCTION:

Review [O.T. 5 Bible Facts Flashcard](#) (provided under “O.T. 5 Bible Facts” on curriculum Web site)

POINTS TO EMPHASIZE:

1. Review Sunday’s lesson (see [O.T. 5 Review Questions](#) for example questions), as well as the previous week’s lesson.
2. Discuss further how Samson misused his talents (abilities given to him by God); discuss how we should be careful not to do the same.

PRE-CLASS ACTIVITIES/LEARNING CENTERS (TO BE USED AS CHILDREN ARE ARRIVING—**BEFORE** CLASS, AND UP TO THE FIRST FIVE MINUTES OF CLASS; OR AS HOMEWORK):

See Sunday morning’s lesson

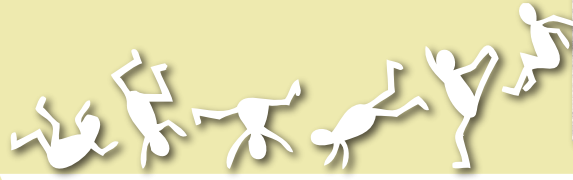
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Ruth



Book of Ruth



Old Testament 5

Part 1: Israel's Cycle of Disobedience; The Time of the Judges

SUNDAY MORNING

Old Testament 5 [Class Attendance Sheet](#) provided in activity sheets (NOTE: The document is interactive, allowing the teacher to type in the Class, Teacher, and the children's names.)

SCRIPTURE REFERENCES:

Ruth

MEMORY WORK:

YOUNGER CHILDREN: "Love never fails..." (1 Corinthians 13:8a).

OLDER CHILDREN: "For wherever you go, I will go; and wherever you lodge, I will lodge; your people shall be my people, and your God, my God" (Ruth 1:16b).

SONGS AND FINGERPLAYS (SEE END OF LESSON FOR WORDS):

A [song book](#) and [audio recordings](#) of many of the curriculum songs are available on the curriculum Web site.

- ["Ruth Loved Naomi"](#)
- ["Song of Ruth"](#)
- ["The Story of Ruth"](#)

LESSON VISUALS AND TEACHING AIDS (NOTE ANY DISCLAIMERS):

- See [AP's Pinterest page](#) for ideas on bulletin boards, visuals, crafts, etc. [DISCLAIMER: Pins may sometimes need to be adjusted to be Scriptural.]
- [Judges and King Saul](#) Bible fact cards (provided under "O.T. 5 Bible Facts" on curriculum Web site)
- "Summary of the Bible" from "[Kids Prep](#)" CD by Jeff Miller
- Betty Lukens' felt pieces
- Ruth A Beka Flash-A-Card Series (DISCLAIMER: use the cards, *not the lesson book*)
- Teacher (or another woman) dressed up like Ruth tells the story in first person. Show "photo album" of other people in the story as she tells the story.

PERSONAL APPLICATION:

I can be loyal (faithful) to my friends, to my family, and to God.



LESSON STARTS HERE


INTRODUCTION:

Review last week's lesson

Sometimes we have to make hard choices/decisions. [Let children tell you some decisions they, or possibly their parents, have had to make (e.g., whether to take a new job that will make the family move; whether to be nice to someone who no one else likes; etc.)] In today's lesson, we are going to talk about a woman who lived during the time of the judges and made a tough choice to follow God, and God blessed her.


POINTS TO EMPHASIZE:

1. The book of Ruth is a story about love, respect, and commitment. It tells the story of:
 - A young woman's love, respect, and loyalty for her mother-in-law [define mother-in-law for younger children].
 - An older woman's love for her children and their spouses.
 - A man's love and respect for a young woman.
 - A young woman who was an ancestor of the Messiah.



HISTORICAL NOTE: It was a custom of the Jews to read the book of Ruth during the Feast of Weeks (also called the Feast of Wheat and was later called Pentecost). The story itself takes place “in the days when the judges ruled” (Ruth 1:1), but we don't know which judge. The book may have been written during David's reign, but the author is not known.

2. An Israelite man named Elimelech, his wife Naomi, and their two sons Mahlon and Chilion, moved from Canaan to Moab to find food because of a severe famine in their homeland. God had commanded the Jews not to mix with the Moabites and people of the land of Canaan (Deuteronomy 23:3; Nehemiah 13:1; cf. Nehemiah 13:23; Ezra 9:1&ff.; Deuteronomy 7:3-4). [Abraham went to live in Egypt during a famine (Genesis 12:10ff.), and it was a terrible mistake.]



NOTE: **Elimelech** means “God is my king”; **Naomi** means “pleasantness”; **Mahlon** means “sickly”; **Chilion** means “pining.”

3. We are not told how long they stayed in Moab, but it was long enough for Mahlon and Chilion to come of age and to marry. Living in a foreign country, among idol-worshipping people, the sons married Moabite women. [Remember Lot's decision to move to Sodom and Gomorrah; his two daughters married there with disastrous results.]
4. As the family continued to live in Moab, tragedy struck. First, Elimelech died; then the two sons died. Three women were left alone with no family to take care of them or protect them. Naomi decided to return to Canaan. Ruth and Orpah, her daughters-in-law, started to go with her, but Naomi told them they should go back to their own families. Orpah did, but Ruth refused to leave Naomi alone. Ruth was willing to leave everything behind because of her love for her mother-in-law. (Read together Ruth 1:16-17.)

5. Two women alone, with little or no money, traveled back to Bethlehem, where Naomi and Elimelech had married and had their children years earlier. When Naomi and Ruth arrived in Bethlehem, the other older women recognized Naomi, but apparently were surprised at how Naomi had changed in appearance. They talked among themselves about her, and probably about the foreign girl she had brought home with her. Naomi told them not to call her Naomi any more, but to call her “Mara,” which means “bitter,” because of the heartache she had endured.
6. With her sweet spirit, and her commitment and love, Ruth gradually helped Naomi leave that bitterness behind. She willingly went to work to help take care of Naomi, even though she was not Ruth’s blood mother.
7. God commanded that the Israelites not gather every bit of harvest when reaping their fields. They were to leave the leftovers for the poor and the strangers to be able to gather (Leviticus 19:9-10). Ruth was among those who gathered what harvesters (gleaners) left behind in the fields, and she happened to do so in the fields of Boaz, Naomi’s late husband’s relative.
8. Boaz was impressed with Ruth for helping to take care of Naomi, and encouraged her to stay in his fields to gather grain, and to drink from the water that his servants had drawn. He also made sure that none of the young men would bother her and told them to let her get more than even the leftovers.
9. Ruth brought home barley to Naomi that night and told her what happened. Naomi encouraged her to continue to go back only to Boaz’s land each day throughout the harvest time.
10. One of the laws of the Old Testament said that the closest male relative (kinsman) could buy back (redeem) an estate that had been sold due to poverty so that the land would not be lost to the family (Leviticus 25:23-28). Naomi had sold her husband’s land due to poverty (Ruth 4:3). Also, the relative was expected to marry the widow of the kinsman who died, if he was able, and have children with her in order to allow the man who died to have an heir and a continued name in Israel (Deuteronomy 25:5-10; cf. Genesis 38:8-9). These laws were designed by God to provide some protection for Israelite women and children, as well as to keep the inheritances of the Promised Land in the correct families and tribes.
11. Knowing about these laws, Naomi encouraged Ruth to work in the fields of Boaz. The man who was the next of kin did not want to redeem Naomi’s land or take responsibility for Ruth and Naomi. So Boaz stepped in.



HISTORICAL NOTE: The custom of giving one’s sandal (as in Ruth 4:7-8) was a way of sealing an agreement. Read Deuteronomy 25:5-9.

12. Boaz and Ruth married and had a son named Obed who would be the grandfather of David. After Obed was born, the women in the town told Naomi that Ruth was a “daughter-in-law who loves you and is better to you than seven sons.” Because of Ruth’s loyalty to and love for Naomi, she gained a new homeland, a new husband, a son, and the favor of the great God of Israel. The book of Ruth begins with great sorrow and hardship; it ends with great joy and hope.
13. Loyalty means being faithful to one’s country, to one’s husband or wife, to your church, or more importantly, to God. It means standing by someone/helping someone when he/she is having a hard time—or when everyone else has turned away from him/her. (Other words to use to describe loyalty: dedicated, devoted, faithful, steadfast, and trustworthy. Discuss this as is appropriate for your individual class.)



RECOMMENDED READING FOR TEACHERS: See the article “[The Biblical View of Women](#)” by Kyle Butt on the Apologetics Press Web site for a response to the allegation that Scripture depicts women as inferior to or less valuable than men.

PRE-CLASS ACTIVITIES/LEARNING CENTERS (TO BE USED AS CHILDREN ARE ARRIVING—**BEFORE** CLASS, AND UP TO THE FIRST FIVE MINUTES OF CLASS; OR AS HOMEWORK):

- Click here for complete [Activity Book](#) and [Answer Key](#).

Ages 2-5:

- “[Ruth Coloring Sheet](#)” (provided in activity sheets)
- Let the children act out the story, or ask members of the youth group to act out the story.
- Coloring and activity pages in *Bible Stories to Color and Tell* for ages 3-6 from 21st Century Christian (pp. 63-64)
- Help each child make a Ruth puppet from a paper sack. Write the memory verse on the back of the puppet. (“Ruth Puppet Cutouts” in [black and white](#) and in [color](#) provided in activity sheets)

1st-2nd Graders:

- “[Ruth Crossword Puzzle](#)” (provided in activity sheets)
- On index cards write the names of key people/places from lessons in this unit, and put them in a basket. Have children take a card and tell the significance of the person/place on his/her card.
- Coloring and activity pages in *Bible Stories to Color and Tell* for ages 6-8 from 21st Century Christian (pp. 60-61)

3rd-4th Graders:

- “[Ruth Crossword Puzzle](#)” (provided in activity sheets)
- On index cards write the names of key people/places from lessons in this unit and put them in a basket. Let each child take a card and tell the significance of the person/place on his/her card.
- Have the children read the following:
 - Ruth [This could be assigned Sunday, to be completed by Wednesday.] Print out copies of the Ruth quiz from AP’s [Advanced Bible Reader](#) site for the children to take.
 - “Ruth: Ordinary Woman, or Ancestor of Christ?” article from *Discovery* magazine: [December, 2001](#)
 - *Ruth and Naomi*, Arch Books, by Karen Sanders
 - *The Story of Ruth and Naomi*, by Alice Joyce Davidson, An Alice in Bibleland Storybook
 - *Ruth the Harvest Girl*, by Carine Mackenzie, Christian Focus Publications (DISCLAIMER: p. 6—the text does not say Ruth immediately left the gods of Moab after marrying Mahlon)
 - *Gideon and the Times of the Judges*, by Joy Melissa Jensen, Contemporary Bible Series, Scandinavia Publishing House (DISCLAIMERS: change “bride-to-be” on p. 33 to “wife”; p. 34: the Bible does not say that the foxes were tied together with oil-soaked rags that were lit; p. 42: remove “at least one of”)

SONGS:

“RUTH LOVED NAOMI” ([Click to Hear](#))

Author: Unknown*
(Tune: “Trust and Obey”)

Ruth loved Naomi so,
In the long, long ago;
She would not go back to her land.

“Where you go, I will go,
Where you die, I will die!”
With Naomi, she then took her stand.

CHORUS:

She loved her so! As all of us know;
She followed Naomi,
Where'er she did go.

“SONG OF RUTH” ([Click to Hear](#))

Author: Unknown*
(Tune: “Twinkle, Twinkle, Little Star”)

Where thou goest, I will go.
Where thou lodgest I will lodge.
Thy people will my people be.
Thy God will be a God to me.

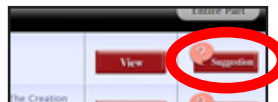
Where thou goest, I will go.
Where thou lodgest I will lodge.

“THE STORY OF RUTH”

Author: Jewel Kendrick
(Tune: “Down in the Valley”)
(Words: See *Sing a Story: Volume I*, by Jewel Kendrick)

*Author Unknown: Please contact us through the feedback button for this lesson if you are aware of any copyright information for this song.

*** IF YOU HAVE SUGGESTIONS PERTAINING TO THIS LESSON, PLEASE CLICK THE “SUGGESTION” BUTTON BESIDE THE BUTTON FOR THIS LESSON ON THE CURRICULUM WEB SITE.



Ruth

Book of Ruth



Old Testament 5

Part 1: Israel's Cycle of Disobedience; The Time of the Judges

WEDNESDAY EVENING

Old Testament 5 [Class Attendance Sheet](#) provided in activity sheets (NOTE: The document is interactive, allowing the teacher to type in the Class, Teacher, and the children's names.)

SCRIPTURE REFERENCES:

Ruth

MEMORY WORK:

YOUNGER CHILDREN: "Love never fails..." (1 Corinthians 13:8a).

OLDER CHILDREN: "For wherever you go, I will go; and wherever you lodge, I will lodge; your people shall be my people, and your God, my God" (Ruth 1:16b).

SONGS AND FINGERPLAYS (SEE END OF SUNDAY'S LESSON FOR WORDS):

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- ["Ruth Loved Naomi"](#)
- ["Song of Ruth"](#)
- ["The Story of Ruth"](#)

LESSON VISUALS AND TEACHING AIDS (NOTE ANY DISCLAIMERS):

- See [AP's Pinterest page](#) for ideas on bulletin boards, visuals, crafts, etc. [DISCLAIMER: Pins may sometimes need to be adjusted to be Scriptural.]
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- "Summary of the Bible" from "[Kids Prep](#)" CD by Jeff Miller
- Betty Lukens' felt pieces
- Ruth A Beka Flash-A-Card Series (DISCLAIMER: use the cards, *not the lesson book*)
- Teacher (or another woman) dressed up like Ruth tells the story in first person. Show "photo album" of other people in the story as she tells the story.

PERSONAL APPLICATION:

I can be loyal (faithful) to my friends, to my family, and to God.



INTRODUCTION:

Review [O.T. 5 Bible Facts Flashcard](#) (provided under “O.T. 5 Bible Facts” on curriculum Web site)

POINTS TO EMPHASIZE:

1. Review Sunday’s lesson (see [O.T. 5 Review Questions](#) for example questions)

PRE-CLASS ACTIVITIES/LEARNING CENTERS (TO BE USED AS CHILDREN ARE ARRIVING—**BEFORE** CLASS, AND UP TO THE FIRST FIVE MINUTES OF CLASS; OR AS HOMEWORK):

See Sunday morning’s lesson

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