

# S.A.Y. YES!®

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## 10 COMANDMENTS

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## TEN COMMANDMENTS — “No Other Gods...” : WEEK 1 OVERVIEW

**LESSON AIM:** To help the child understand that there is only one God and no other.

**SCRIPTURE:** 1 Kings 18:16-39

**MEMORY VERSE:** “You may worship no other god than Me.” Exodus 20:3

God has left us no room for doubt. “You may worship no other god than Me.” What a perfect first commandment, foundational for all of our faith. Once God has established Himself as the one true God, what reason do we have not to turn from all other “gods” and follow Him?

Throughout the Old Testament, the Israelites conveniently wavered between worshipping the true God, Yahweh, and the false gods of the lands around them. In 1 Kings 18, we find the Israelites enduring a 3 1/2 year famine. How embarrassing for the followers of Baal, a “god of fertility”; he was supposed to send rain, grow the crops, provide food for the people, etc. What a perfect opportunity for Elijah to demonstrate that Yahweh was the one true God!

Elijah challenged the people, “If the Lord is God, follow Him; but if Baal is God, follow him.” (1 Kings 18:21) After Baal failed to send fire from heaven, Elijah called upon God to show Himself real to the people. When God sent fire, the people fell face down, crying, “The Lord is God!”

The relevance of this Old Testament account cannot be lost on our community. False religions and cults run rampant in the inner cities. We’ve got “the Witnesses” going door to door, the Black Muslims selling The Final Call in the streets, and Mormon churches popping up everywhere. Cults seem to recognize the mission field of the inner city more than many of our evangelical churches.

Elijah’s challenge is the same one we must put before our kids. We must teach them that other religions do not worship “the same god with a different name.”

They must know that they cannot follow God and Allah; they cannot attend the Kingdom Hall and claim to believe in Jesus. While many will claim to be God, they must decide who the real God is and follow Him.

**DISCIPLESHIP TIP:** *Have* the children consider how they know Jesus is real. *Let them share* how Jesus has proven Himself in their lives. *Ask* if they’ve been exposed to other religions. *Discuss* how those religions differ from Christianity.

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## TEN COMMANDMENTS — “No Other Gods...”: WEEK 1 BIBLE CLUB

### Hook

**Materials:** *nametags for all the impersonators with the name of the person they’re impersonating.*

Before you do this hook, decide who most represents authority in your center. Most likely it will be your director, but if your pastor is involved in your center, and your kids know him well, he could be the best candidate. Throughout the day, other staff will be impostors of the person you choose. (For the sake of example in these instructions, the impersonated person will always be referred to as “Pastor Smith.” Obviously at your center you would insert the name of your staff being impersonated.)

### Staff Assignments

After choosing your “Pastor Smith,” hand out the following assignments to other staff and key volunteers.

Pastor Smith impersonators (2-3 staff) — You are representative of the many false gods in our society (i.e. Allah, Buddha, Reverend Moon, etc.)

- You will all claim to be Pastor Smith. Don’t try to act like him, just claim to be him. You will all spend the day — up until Bible Club — trying to convince the kids that **you** are Pastor Smith.
- You will wear a Pastor Smith nametag.
- When kids call each of you by your real name, you should correct them. Say something like, “I’m not \_\_\_\_\_. I’m Pastor Smith.”
- When they argue with you, look at you like you’re crazy, complain to the other staff and kids, etc., stand your ground. Continue to try to convince them (as though you really believe it) that you are Pastor Smith.
- When you hear the others refer to themselves as Pastor Smith, argue in front of the children. “No you’re not Pastor Smith! I am!” Make a scene (so that all the children will clue in to what’s going on), but don’t let the argument escalate — that will come later.

Believer in all the “Pastor Smiths” (one staff) — You represent people who believe that worshipping Allah, Buddha, Jesus, etc. is fine because they are just a different form of the same god.

- You will address all the impersonators as “Pastor Smith.” Do it obviously so that all the kids will notice.
- The kids will correct you, saying, “That’s not Pastor Smith!” Stand your ground, arguing that “there are many Pastor Smiths!” Try to debate with them, asking questions like, “Why would you say he’s not Pastor Smith? Who are you to decide that?”

Believer that all people are Pastor Smith (one staff) — You represent people who believe that god is everywhere and in everyone.

- You will claim that everyone, including yourself, is Pastor Smith.
- You will address everyone as “Pastor Smith,” including yourself and the children.
- You will wear a “Pastor Smith” nametag
- When the children tell you, “I’m not Pastor Smith! Why are you calling me that?” say something like, “What do you mean? You are Pastor Smith, and so am I — we’re all Pastor Smith!”

Believer that there is no God (one staff) — You represent atheists, people who believe there is no God.

- You will claim that there is no one is Pastor Smith, that Pastor Smith doesn't even exist.

Assign any other staff/volunteers to choose the "Pastor Smith" that they will "believe in."

- They will just support their "Pastor Smith" by arguing that he is the true Pastor Smith, and calling him/her by that name, etc.

### Wrap-Up

- Before Bible Club all the staff (except for the real Pastor Smith) should end up in one area, arguing about the real "Pastor Smith." Make sure this takes place in front of the children.
- Pastor Smith (the real one) should walk up to the group, suggest that they settle the argument once and for all, then take everyone to the main meeting area.
- All participating staff and volunteers should stand in a row at the front of the room.
- The real Pastor Smith should mediate, giving each person a chance to state (in just a few sentences) what they believe.
- Each staff should restate their claim, as is explained above. (i.e. "I believe that all three of those men are Pastor Smith. Who am I to say they're not?" or "I believe we're all Pastor Smith! I am, each of you are — Pastor Smith is in all of us!")
- After each staff has made their statements, the real Pastor Smith should state simply why he/she is real. He/she may pull out identification, call on a few children as witnesses ("**Johnny, have you seen me preach at this church?**" "**Maria, how long have you known me? Who have you always understood me to be?**" "**Victor, who baptized you two years ago?**" etc.)
- After he has finished establishing his identity, he should go down the staff row one by one, having the kids vote for "the real Pastor Smith." ("**Raise your hand if you think this is the real Pastor Smith.**")
- After the vote has been taken and tallied, you should break up into your individual classes for debrief.

NOTE: If you do not have enough staff and volunteers to fill all the positions, leave out the atheist and discuss that "religion" during the debrief. (Due to the fact that this religion is not as common in our urban communities.) You can also have just one or two other staff claim to be "Pastor Smith."

### DEBRIEF

Divide back into your individual classes before you go through the DEBRIEF.

1. Can someone describe what was going on today?
2. Who did the staff say they were?
3. Did all the staff and volunteers believe in the same Pastor Smith? Let's see if we can remember what each staff person said they believed.

(Have the students run through all the staff, one at a time. Help them out if they need it.)

4. What did Pastor Smith do to prove that he was the real one?
5. Did you ever doubt him? Did you ever come close to believing the other staff?
6. What did you think about the other staff claiming to be Pastor Smith or claiming that someone else was him?

(You might go through every position again and get their opinion on it, i.e. "What did you think when \_\_\_\_\_ said that all of us were 'Pastor Smith'?")

**Today we saw people running around claiming to be "Pastor Smith" or claiming to believe in a false "Pastor Smith." However, they were not the real Pastor Smith, they were just impostors.** (Ask a child to define "impostor" or give them a simple definition.) **You all knew that they were impostors, so you thought they were ridiculous for claiming to be him.**

**Since the beginning of the world, there have been "God impostors" — people who have claimed to be God or worshipped a false god. In the first commandment God tells us "You may worship no other god than Me." (Exodus 20:3) He wants us to realize that it is just as ridiculous for us to worship false gods as it is for us to believe in other Pastor Smiths.**

## Bible Story

**Today we'll read a story about a man named Elijah. Elijah lived in a country where people worshipped false gods, but he was God's man, sent to tell the people about the real God. The ruler of Elijah's country, King Ahab, also worshipped false gods, so he thought Elijah was a big troublemaker! Let's see what happened when Elijah decided to have a stand-off between the real God and the King's god, Baal.**

Read 1King 18:16-39 from the Living Bible, the New Century Version, Today's English Version, etc., or some other version that's easy for children to understand.

Read the story with as much emphasis and drama as possible so that it is not boring for the children.

### Discussion Questions

1. What did Elijah have against the people in his country? They had abandoned God's commands and were worshipping Baal, a false god.
2. What did Elijah decide to do in order to prove that their god was false and his was real? He challenged the prophets of Baal to build an altar and call on Baal to catch the sacrifice on fire. Then he built his own altar, poured four jugs of water over the sacrifice, and called upon God to send fire from heaven.
3. What all did the people try to do to get their "god" to answer their request? They shouted from morning till noon, shouted loudly, and cut themselves until their blood flowed.
- 4. How did Elijah react when their god didn't come?** *He made fun of them, told them their god was sleeping, traveling, busy, etc.*
5. What disadvantage did Elijah give himself before he called on God? He had the people pour four huge jugs of water over the altar three separate times.
6. Did God send fire? What happened? Yes, and it burned up everything including the soil and the water.
7. How did the people respond? They fell on their faces, calling, "The Lord is God, the Lord is God!"
8. Does it seem like Elijah ever doubted that his God was real? No, or he wouldn't have ordered the water to be poured.
9. How do you think Elijah felt when God proved Himself real before the people?
10. How do you feel when God proves Himself real in your life? Can you think of any examples?
11. What are some of the false gods or religions that people follow in our community? Nation of Islam, Islam, Jehovah's Witnesses, Mormons, etc.
12. How should we respond to people in our life who belong to false religions? *Show them love, share about Jesus when we have a chance but not be so aggressive as to push them away.*
- 13. How can we know that the God we follow is real?** *We know what He's done in our lives, what He's written in the Bible, what He's done in others' lives, etc.*

Close in prayer, asking God to protect the children, their families, and the community from false religion.

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## TEN COMMANDMENTS — “No Other Gods...”: WEEK 1 SKIT

Characters: Bobby and Reuben

Scene One: Bobby and Reuben are walking from school to the center.

**Bobby:** Hey Reuben, you remember my Auntie Sheila?

**Reuben:** Yeah — I remember her.

**Bobby:** Well she was over at my house the other day and she dogged me out!

**Reuben:** Dogged you out! For what?

**Bobby:** For joinin’ church. She thinks I’m all messed up ‘cuz I’m not a Jehovah’s Witness! She’s tryin’ to get me to go to the Kingdom Hall with her!

**Reuben:** What?! Since when did she start bein’ a J.W.?!

**Bobby:** She joined up with them last year. Man, she hasn’t been the same since! She doesn’t even believe in Jesus anymore! She doesn’t think He’s God — she says no one is God but “Jehovah.” And she says only Jehovah’s Witnesses are going to heaven.

**Reuben:** Wait a minute, wait a minute! I thought she used to be a Baptist!

**Bobby:** She was, but something bad happened at her church and she left. Then last year some J.W.s came by her house and started talkin’ about “what’s wrong with Christians.” I guess she related ‘cuz she started goin’ to the Hall right after that. She’s kinda dropped hints about my goin’ to church every since then, but never like this time.! She’s always been my favorite aunt. And she’s the one that buys all my school clothes. But the way she was talkin’ yesterday...I don’t know what’s gonna happen now!

**Reuben:** And to think we were just talkin about false religions at the center last week. I bet you didn’t think that’d be you, huh?

**Bobby:** Sure didn’t. But what do I do now?

**Reuben:** Well, you can’t change her mind. But you can ask prayer for her. Mrs. Smith always takes prayer requests at the beginning of class - maybe you can put yours in.

**Bobby:** Yeah, that’s what I’ll do. ‘Cuz God is the only One who’s gonna change this situation!

(The boys run off.)

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## TEN COMMANDMENTS — “No Other Gods...”: WEEK 1

### MEMORY VERSE GAME

“You shall have no other gods before me.” Exodus 20:3

#### **SOMETHING A LITTLE DIFFERENT:**

- In this unit, unlike other units, your children will be memorizing a new verse each week. Usually the children would memorize one verse for the whole, month long unit, but since this unit is ten weeks, we are doing it a little differently.
  - There are a couple different ways you can teach these verses to your children.
1. **One way** is to teach them all of the commandments at one time. This is the reason why we have included all of the weeks here in the front. You would then review the verses with your children each week. You can use the memory verse games to help you do this. This unit has a *special appendix* at the back of this unit that includes ten games for helping the children learn the memory verse. This is so you can use them as you need them.
  2. The **second way** to teach the children these memory verses is to teach the children a new verse each week, while reviewing all of the previous verses as well. It would be a great time to set up an incentive program that would motivate your children to memorize all of the ten commandments. You would begin by telling the children that at the end of this unit, if you can say all of the ten commandments that they can earn 100 S.A.Y. Yes!® dollars. Then, as each week passes, you would have them learn the new verse for the week as well as saying all the ones that they previously memorized. Each week when they can say the new verse plus the previous week’s verses they earn 10 dollars. This will give them the incentive that they need to be able to accomplish their goal. As you will soon notice, the verse that we are suggesting that they memorize is sometimes not the complete verse. The point that we want to get across to the children is what each of the commandments are. The part that is left out usually is the part of the verse that explains what the commandment means. We hope to help them more completely understand what the commandment means throughout the week. For an added bonus, you could have your junior high students memorize the whole passage of Exodus 20:1-17. Giving the children a chance to set long term goals for themselves and accomplishing them is very good for their self image but helps them understand how to set goals and how to persevere through a long period of time to finally receive an award. Each week in the curriculum, there will be an explanation for that commandment and the actions for that particular week written out. They are the same thing that is found here in the first week.

#### **EXPLANATION OF THE VERSE (for week one)**

This is the first of the ten commandments and the foundational concept. God wants His people to understand that He is the only God that is real. Any other God that people may worship is not real and has no power like His.

#### **TEACHING THE VERSE**

- Read the scripture to the children. Teach two of the actions from below at a time. Each time you teach two new actions, start at the beginning again. This is so that the children do not forget the previous actions. Do this until you have completed the verse. Then, do it two more times as a group. If you have the time, separate the children into two groups and see who does the best job reciting the verse.

## MOTIONS TO THE VERSE

**You :** point to yourself (explain to them that they must do this because these are the instructions God has given to us.)

**shall :** put your right hand on your hip

**have:** put your left hand on your hip

**no :** shake your head no

**other:** get down on one knee

**gods :** act like you are praying

**before :** stand up straight and look up to heaven

**me... :** point to God

**You :** point to yourself (explain to them that they must do this because these are the instructions God has given to us.)

**shall not:** shake your head no and shake your finger no

**make :** use your hands to act like you are pressing clay together in your hands to make something

**for:** hold up four fingers

**yourself:** point to yourself

**any :** get down on one knee as if to pray

**idols... :** act like you are praying

**You :** point to yourself (explain to them that they must do this because these are the instructions God has given to us.)

**shall not:** shake your head no and shake your finger no

**misuse:** cover your mouth as if you just said some thing bad.

**the :** clap

**name :** point to the place on your chest that someone would put a name tag and tell the children to picture a name tag there on their shirt where they are pointing.

**of:** stomp your right foot

**the :** stomp your left foot

**Lord :** point to God

**your:** point to yourself

**God... :** bow your head and fold your hands as if to pray

**Remember:** pat your finger on your head

**the:** snap

**Sabbath:** point to your watch

**day :** make the sign for day in sign language by putting your arms folded out in front of you like a Native American Indian chief might do and raise the top hand up like the sun raises on the horizon. As your hand is rising, it should be in a fist. It should stop where the sun would at 12:00 in the afternoon.

**by :** pat your legs

**keeping :** hold up your pointer finger as if you remembered something

**it :** point to the ground as if to make a point

**holy... :** bow your head and fold your hands as of to pray

**Honor :** bow as if you were showing honor to a guest

**your :** point to yourself (explain to them that they must do this because these are the instructions God has given to us.)

**Father:** put your hands on your hips and pull your shoulders back to represent a strong man.

**and :** clap your hands

**Mother:** give yourself a big hug like you might hug your mother.

**You:** point to yourself (explain to them that they must do this because these are the instructions God has given to us.)

**shall not:** shake your head no and shake your finger no

**murder. :** make your fingers like a gun and “shoot” it at someone.

**You:** point to yourself (explain to them that they must do this because these are the instructions God has given to us.)

**shall not:** shake your head no and shake your finger no

**commit :** clap your hands

**adultery. :** act as if you are taking a ring off and throwing it away (explain to the children that the wedding ring is a



symbol of the vows that you made as a couple and the promise you made to God and when you commit adultery you are in effect throwing that away.)

**You:** point to yourself (explain to them that they must do this because these are the instructions God has given to us.)

**shall not:** shake your head no and shake your finger no

**steal. :** act like you are grabbing something and putting it in your pocket as quickly as you can while you look around to make sure no one sees you!

**You:** point to yourself (explain to them that they must do this because these are the instructions God has given to us.)

**shall not:** shake your head no and shake your finger no

**give :** hold your hand out as if to give someone some thing

**false :** cross your arms like an “X”

**testimony :** put two fingers to your mouth and move your fingers out as if to speak

**against :** put your fists up as if to fight someone

**your :** point to yourself

**neighbor. :** act like you are putting your arm around someone’s shoulders like a friend

**You:** point to yourself (explain to them that they must do this because these are the instructions God has given to us.)

**shall not:** shake your head no and shake your finger no

**covet... :** cross your arm and glare like you are mad or jealous

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## TEN COMMANDMENTS — “No Other Gods...”: WEEK 1 PRACTICAL LIVING

**MATERIALS:** enough candy bars for each student

This week we are learning that there is only one true God, only one true religion. Today we are going to read 20 statements, some from Christianity and some from other religions. The students have to vote for what is true and what is false. When they are correct, they’ll be rewarded.

**INSTRUCTIONS:**

Read each statement to the students. If the student agrees with the statement, they should stand up. If the student disagrees with the statement, they should stay seated. If the student is correct, they receive a ticket. If they obtain 10 tickets, those can be exchanged for a candy bar at the end of the day. If they obtain less or more than 10 tickets, they may keep them for the ticket store.

**STATEMENTS:**

1. Jesus is God’s Son. (true)
2. Jesus is God. (true)
3. Jesus was a holy man, but He was not God. (false)
4. Jesus never sinned. (true)
5. Jesus used to be an angel. (false)
6. Everything in the Bible is true. (true)
7. The Bible is the Word of God. (true)
8. Jesus and the devil are brothers. (false)
9. If we work hard to be good, we’ll go to heaven. (false)
10. We must ask Jesus into our lives to go to heaven. (true)
11. Jesus is the Son of God. (true)
12. Jesus died on the cross for our sins. (true)
13. When we go to heaven, we’ll all be gods. (false)
14. Allah is god. (false)
15. The Koran is God’s Word. (false)
16. When we ask Jesus into our life, God becomes our Father. (true)
17. Jesus never died on the cross. (false)
18. Everyone goes to heaven. (false)
19. Without Jesus in your life, you will die and go to hell. (true)
20. God created and loves each one of us. (true)

PRACTICAL LIVING — JR. HIGH AND UP  
IN WHICH CORNER DO I STAND???

## INSTRUCTIONS

- You have been given 4 pieces of paper. Hang one piece of paper in each corner of the room.
- Each corner (paper) represents a different religion.

CORNER A represents the Jehovah's Witnesses.

CORNER B represents the Mormons.

CORNER C represents Christianity.

CORNER D represents the Nation of Islam.

- The students are not to know which corner represents which religion.
- Give the students ten minutes to walk around and read the beliefs listed in each corner.
- When the ten minutes is up, they are to go and stand in the corner that best represents what they, personally, believe. Once they choose, they cannot leave.
- You will go over the list in each corner, statement by statement.
- After reading every corner's list completely, reveal which religion that corner represents.
- All those standing in Christianity's corner (CORNER C) win a prize.
- Finish by discussing the differences in the beliefs.
- Explain what is false about each belief. (Even false religions believe some things that are true.)

# CORNER A

1. JESUS IS SINLESS, BORN OF THE VIRGIN MARY.
2. THE BIBLE IS THE WORD OF GOD.
3. JESUS IS NOT GOD.
4. JESUS USED TO BE THE ARCH ANGEL MICHAEL.
5. JESUS DIED ON A TORTURE STAKE.

# CORNER B

1. JESUS IS GOD'S SON, THE BROTHER OF SATAN.
2. JESUS HAS NOT ALWAYS BEEN GOD, BUT HE BECAME A GOD.
3. IF WE'RE GOOD AND WORK HARD, WE'LL GO TO HEAVEN.
4. IN HEAVEN, WE'LL ALL BE GODS.
5. THE BOOK OF MORMON IS ANOTHER WORD OF GOD.

# CORNER C

1. JESUS WAS SINLESS, BORN OF THE VIRGIN MARY.
2. THE BIBLE IS THE ONLY TRUE WORD OF GOD.
3. JESUS IS GOD'S SON.
4. JESUS DIED ON THE CROSS FOR OUR SINS.
5. YOU CAN ONLY GET TO HEAVEN BY ASKING JESUS CHRIST INTO YOUR LIFE. IF YOU DO NOT DO SO, YOU WILL GO TO HELL WHEN YOU DIE.

# CORNER D

1. JESUS WASN'T GOD'S SON, BUT A HOLY PROPHET OF ALLAH.
  2. THE BIBLE IS A HOLY BOOK, BUT THE KORAN IS THE WORD OF GOD.
  3. JESUS DID NOT DIE ON THE CROSS — SOMEONE DIED IN HIS PLACE.
  4. ONLY A MAN CAN BE GOD, NOT A SPIRIT.
- W.D.FARD IS REALLY GOD, AND LOUIS FARRAKHAN IS THE MESSIAH.

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## TEN COMMANDMENTS — “No Other Gods...”: WEEK 1

### READ ALOUD

### “King Canute on the Seashore”

Adapted from James Baldwin  
*The Book of Virtues*, page 67

**Summary:** This is a story about a king who wants to teach a lesson to his loyal servants. He hears his servants continually praise him saying that he is the most powerful king ever, so the king orders them to take his thrown and place it beside the seashore. There, he asks them, “I notice the tide is coming in. Do you think it will stop if I give the command?” Hesitantly they say yes. So the king proceeds to command the tide to stop. The tide does not obey, of course. After this demonstration, the king advises his subjects to save their lofty praise for the only One who deserves it! What we want the children to see is that there are many people who might try to take the place of God, but there is only one God that we need to serve.

#### Pre Reading Questions

1. Have any of you ever met the President of the United States? *probably not*
2. If you had the chance to meet the President, what would you say or do?
3. Is the President as powerful as God? Why do you think that? *No because God has power over the president!*

Sometimes, because we can’t see God, it might get confusing that a man as powerful as the President of the United States is still not as powerful as God. Today we are going to read a story about some people who got confused about the same thing.

#### Post Reading Questions

1. What was the problem that this king had? His people thought to highly of him.
2. What did the king do to let his subjects, or the servants around him, know that he was not as great as they thought he was? He tried to make the tide stop. When he couldn’t, he told them to save their praise for someone else.
3. Why do you think it is dangerous to think so highly of anyone but God? Because people make mistake and can let you down, the only one who will never fail you is God.

#### READ ALOUD 2

**MATERIALS NEEDED:** a copy of Psalm 96 found in the Bible, preferably in the NIV, a children’s version, or some other version easy for children to understand.

**Summary:** This is a Psalm of praise and worship to God. It reminds us of creation’s powerful testimony concerning God’s works. The whole earth declares that there is no other God than the Lord God!



### Pre-Reading Questions

1. Have you ever looked around at the earth and the animals, and thought that God created everything, all by Himself? What does that tell us about God?
2. Have you ever thought that the day was so beautiful that you wanted to thank God for it? Did you do it? How?

This Psalm is a poem that someone wrote to praise God.

### Post-Reading Questions

1. What kind of mood was the person in who wrote this Psalm? a celebratory mood, praiseful, joyful, happy
2. God has power over all nature. What are the aspects of nature that are mentioned? lightning, mountains, fire, the heavens
3. What should those who boast in idols do? be ashamed, worship God
4. What should those who love God hate? evil
5. What does God do for His faithful ones? Guards their lives and delivers them from the hand of the wicked

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## TEN COMMANDMENTS — “No Other Gods..”: WEEK 1 CRAFT

### TEN COMMANDMENT HANG-UPS

**Materials:** At least one printed set of the commandments per class (see enclosed pages), construction paper, crayons, markers, scissors, glue

#### BEFORE CRAFT

- Calculate the number of commandment sets needed for class.
- Run off those copies using the enclosed sheets.

#### DURING CRAFT

- Pass out a commandment to each child.
- If you have more than ten students, print two sets of commandments for that class. Those children who finish early can complete the leftover commandments.
- If you have less than ten students, print out all ten commandments anyway. The children who finish early can complete the leftover commandments.
- Each child should color and decorate their commandment as they desire. (Encourage them to use soft colors so that they won't override the words.)
- After coloring, they should cut around the commandment, trimming it decoratively.
- They finish by gluing the commandment on a piece of colored construction paper.

When all the children have finished, hang the commandments up in the classroom. Now you have a visual aid to help the children learn the commandments.

(If your center is having the children memorize a commandment a week, then you may want to hang each commandment during the week that you study it.)

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## TEN COMMANDMENTS — “No Other Gods...”: WEEK 1 RECREATION

Set Up Teams

**Materials:** *students divided into two teams, (the list should be prepared by the staff in advance), poster board, and marker.*

**Object:** To help the children learn how to work together and support each other.

**Set Up:** Create two permanent teams. These teams would play together everyday during recreation. These teams will change every month. This gives the students a chance to learn to work with new team members. It also gives them a chance to play on a winning team if they were not on one in the past. You will want to make sure the teams are evenly matched age wise. You may want to sit down as a Staff team and decide who will be on what teams. Be sure and keep your lists from the previous months so that you can remember who played together in the past.

**To Play:** Have each team come up with a team name. It can be whatever they want. The names that our students liked best were ones that had to do with their relationship with Jesus. Acronyms are fun to use too. Have each team create a team cheer. (Raps are fun too!) Remember that during recreation winning isn't as important as spirit. Make posters which you will keep up and post the scores.

TEAM A COMPETITION	SPIRIT POINTS	TEAM B COMPETITION	SPIRIT POINTS
1,000	20,000	2,000	10,000
1,000	10,000	1,000	30,000

### DISCUSSION

Watch to see how the players respond to their new teammates and who provides leadership on the team. Notice who is encouraging and discouraging new ideas.

1. Was it hard to come up with a team cheer?
2. We are learning about the Ten Commandments this month. The first commandment is to have no other gods before the one true God. How can we show others that when we play games? By obeying authority like God has commanded us and treating others the way that God has commanded us shows other that we believe in God and we do not put our selfish wants before what He has asked us to do.
3. **Why is it so important for us to believe in God?** *Because when we believe that Jesus died on the cross for our sins and ask him to forgive our sins, we can go to heaven when we die.*

### DAY TWO

Animal Call

**Materials:** 2 1lb bags of beans

**Object:** To be the team who gathers the most beans

MORE

**Set Up:** Lay beans out around the room. Put the children into small groups of 5 or 6 (divide their big group into two or three smaller teams). Give each group the name of an animal they are to imitate (cat-meow; dog-arf, arf; lamb-baaa; bird - tweet, tweet; cow - moo; etc.). Each group selects a leader.

**To Play:** When the Adult leader says “GO” each group of children goes out looking for beans. When the group’s leader hears the sound of their animal, he/she goes quickly to gather the bean. The leader can only pick up a bean at a spot where his/her player is making the sound. Players cannot leave a bean until the leader has picked it up.

#### DISCUSSION

Watch to see how long a child will wait until his leader will notice him. Do they try to join another team because their isn’t doing well?

1. What was the best part about this game?
2. Did you ever feel like giving up when you had to wait for the leader to come to you? What did you do?
3. What would have happened if you had of join another team in the middle of the game? Do you think that would have helped? Why or why not?
4. Picture yourself as the leader of the group ( some of you might have been) and when you couldn’t get to one of your teammates quick enough, they started making the noise of another animal and started helping another team. Do you think that is how God might feel when people do not follow him? Which person do you want to be, the one who follows God or the one that turns away? Why?

#### Day THREE

##### Balloon Stomp

**Materials:**a balloon for each player and piece of string for each player.

**Object:**To be the team to have at least one balloon still unstomped.

**Set Up:** Divide the group into their two teams. Give each player a balloon to blow up and a piece of string with which to tie the balloon to his/her ankle.

**To Play:** When the leader says, “Go,” the players attempt to stomp as many of the opposing player’s balloons as possible, while trying to protect his/her own balloon. Those whose balloons have been stomped should step aside to watch and cheer the survivors on their team. Be sure to encourage them that they are an important part of the team spirit! The team who has the last player with an unstomped balloon is the winner.

#### DISCUSSION

Watch to see if there are any children who are really out to win. Who tries the hardest to stay in the game?

1. When you were just trying to get other people’s balloons popped, what happened? Other people would get yours!
2. Did anyone try to team up with some others to try to win? How did that work?
3. **When we put ourselves above everyone else, we often find that there is no one to help us when we need help. Who should we be putting first? Why? God because he loves us and can be our strength in times of trouble!**

#### Day Four

##### Free Play

**Materials:**All the fun play equipment that you have

**Object:**To give the children free time to do what they want and to see how they respond under pressure with their character.

**Set Up:**Today, let the students have fun playing whatever they want to play.

**To Play:** Feel free to play with them, but allow them to guide you and help you know how to carry out the rules that they have set. Give them the freedom to choose the games and enforce the rules as they think that they should. Don't allow them to look to you to solve all their problems with rules and players obeying them. Try to let them make decisions and find out the consequences of them.

#### DISCUSSION

Watch to see what children are the ones who want to be in charge and who are the ones who are willing to follow someone else?

1. Can someone tell me why we need to put God before anything else? (What we have been studying all week.) *So that He can know that we really do love Him and that others can also know it!*
2. Can someone give me an example of something that they did or saw someone do that showed you why it is good to have no other Gods before the one true God?

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## TEN COMMANDMENTS — “YOU SHALL NOT MAKE ANY IDOLS...”: WEEK 2 BIBLE CLUB

hook

LESSON AIM: To help the child understand that God must come first in his life.

SCRIPTURE: Daniel 6

MEMORY VERSE: “You shall not make for yourself any idols...” Exodus 20:4

MATERIALS: *a small reward (potentially for each child) such as candy, a pencil, etc.*

Explain to the children that Bible Club will begin in a few minutes, but for the time being you will all play a game. Begin to play a chalkboard game with the class (i.e. Hangman). After the game has continued long enough for the students to get into it, tell the students that those who want to continue may do so, but those who want to go to Bible Club should come with you now. Leave behind the kids who want to play, and take the kids who choose Bible Club with you to another room. Give each of those children a small reward.

### DEBRIEF

Take the children who have received their reward back to the room where the children are playing the game. Stop the game and tell them it’s time for Bible Club. (Expect these children to notice and question why the children have treats.)

- **Some children have received a treat and some have not. Why do you think that is?**
- **How do you feel if you didn’t get a treat?**
- **How do you feel if you did get a treat?**
- **Do you feel that it’s fair some to receive a treat and others not?**
- **If you stayed to play, why did you make that choice?**
- **If you went to Bible Club, why did you make that choice?**

Have the children look up Exodus 20:4,5 and read it together.

- **What does “worship” mean?** (*to put first*)
- **Who are we to worship, according to these verses?** (*only the Lord, no idols*)
- **Why are we to worship only God?** (*because He’s the only true God, He’s the only One who deserves worship.*)
- **Who do you think obeyed this commandment today?** (*those who went to Bible Club*)

Read Daniel 6 aloud in class. Be sure to read out of a version simple enough for the children to understand.

- 1. Who did Daniel worship?** (*the Lord God*)
- 2. What law did the other rulers convince the king to make?** (*that no one in his kingdom could worship or bow to anyone other than the king*)
- 3. Why did the rulers do this?** (*they were jealous of Daniel, wanted him to die*)
- 4. Did Daniel obey the law? (no) What happened to him?** (*the king had him thrown into a den of lions.*)

MORE

**5. How did God honor Daniel's obedience?** *(saved him from the lions.)*

**6. How did the king change the law in the end?** *(all the people had to worship the Lord God.)*

Today you all had a chance to worship God, or put Him first, by choosing Him over the game. Anytime we choose something over God, we are worshipping it. Most people in our country don't worship statues, but we do worship other material things.

**7. What are some things people in our country put first?** *(money, sex, TV, jobs, friends, etc.)*

**8. Is it sometimes hard for you to put God first?**

**9. What makes it hard?**

**10. What are some things that you put before God?** *(sports, friends, TV, school, job, etc.)*

**11. What kinds of things do you do that show you're not putting God first?** *(skip church because of sports, skip the center because of friends, watch too much TV instead of doing homework like God would want, etc.)*

**12. How do you feel when you're having to choose between one of those things and God?**

**13. What will help you to put God first more often?**

**14. How can we help each other put God first more often?**

Let's close by praying that God will show us how to put Him first every day and that we'll be able to help each other do so.

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## TEN COMMANDMENTS — “YOU SHALL NOT MAKE ANY IDOLS...”: WEEK 2 SKIT

SCENE: Maria and LaTasha are sitting on tables outside the center. Halfway through their conversation, Reuben and Bobby walk up.

**MARIA:** You know Antonio Ramirez?

**LATASHA:** Oh girl — he is so fine!!!

**MARIA:** Yeh, well he invited me to his birthday party this weekend!

**LATASHA:** h my gosh...*(then thinking)* hey you're not going, are you?

**MARIA:** Not going?! What do ya mean — you just said he was fine!!!

*(REUBEN and BOBBY suddenly join them.)*

**BOBBY:** Hey, what are y'all talkin' about?

**LATASHA:** Antonio asked Maria to his birthday party and she's going!

**MARIA:** *(Cutting into her sentence and hitting her)* SHUT UP!!!

**BOBBY:** MARIA!!!

**REUBEN:** There's no way you're going — Mom and Dad won't even let you!

**MARIA:** *(angrily, getting up off the table)* Dang, you guys! What's the big deal?

**BOBBY:** What's the big deal?! Maria, you know his older brother is J-Dog! They're already trying to jump him into the gang - and he is not tryin' to be different! I heard his dad is even in it — his whole family goes way back! You wanna get involved in that?

**MARIA:** It's just a birthday party!

**REUBEN:** Sounds to me like Maria's dealing with some kinda idol...

*(They boys shake their heads and walk off. LaTasha puts her head in her hands and slumps over. Maria stands angrily with her arms crossed.)*

### DISCUSSION

- 1. How is Maria's liking Antonio a false idol?** *(She's putting something before her relationship with God. She's letting a boy be more important than the standard of who she should like.)*
- 2. What should Maria do about the party? What would you do if you were her friends?**



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## TEN COMMANDMENTS — “YOU SHALL NOT MAKE ANY IDOLS...”: WEEK 2 MEMORY VERSE GAME

*“You shall not make for yourself any idols...” Exodus 20:4*

### Explanation of the Verse

Worshipping God is spiritual and not material therefore there can be nothing that is made from metal or wood that could ever resemble His likeness. This second commandment lets us know that there can be nothing that takes our devotion away from Him alone. The verses after say that God is a jealous God which means He does not want to share our dedication with anyone or anything else.

**TEACHING THE VERSE:** Read the scripture to the children. Teach two of the actions from below at a time. Each time you teach two new actions, start at the beginning again. This is so that the children do not forget the previous actions. Do this until you have completed the verse. Then, do it two more times as a group. If you have the time, separate the children into two groups and see who does the best job reciting the verse.

### MOTIONS TO THE VERSE

- You :** point to yourself (explain to them that they must do this because these are the instructions God has given to us.)
- shall not:** shake your head no and shake your finger no
- make :** use your hands to act like you are pressing clay together in your hands to make something
- for:** hold up four fingers
- yourself:** point to yourself
- any :** get down on one knee as if to pray
- idols... :** act like you are praying

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**TEN COMMANDMENTS — “YOU SHALL NOT MAKE ANY IDOLS...”: WEEK 2**  
**PRACTICAL LIVING**  
**EATING HEALTHY**

**INTRO:** Hold the food pyramid poster up in front of the class. Go over each of the sections, giving examples of the different foods in the categories (have the children contribute examples also) and explaining the number of suggested servings per day. Be sure to stress to the children that eating a variety of foods is important.

**ACTIVITY EXPLORERS**

1. Go through each of the pictures that contains several kinds of food on one plate. Ask the children what foods they see in the picture and what group that food belongs in. Continue until the children seem to have a grip on the food groups.
2. Place the pictures of separate foods on the table in front of the children. Give each child a paper plate and a glue stick. Help each child to create a healthy meal picture and glue it to their plate. Go over the meals they created as a class.

**CLUB 23:**

1. Same as #1 activity above.
2. Place 6 trays, boxes, plates, etc. in front of the class. Label each one after a food group. Play a game where you hold out a picture of food, call out its name, and a child has to place it in the correct tray. After everyone has had at least two turns, hold out a picture, have the child call out its name and then place it.
3. Same as activity #2 above.

**W2CREW:** Divide the class into groups of 2-3. Give each group a sheet of paper and a pencil, having them designate one person per group as the writer. Have them plan a one-day menu using the attached sheet, following its directions. Go over the menus as a class, asking them why they created the menus as they did.

**INSTRUCTIONS:** Out of the foods listed below, create three healthy, well-balanced meals. (Breakfast, lunch, and dinner)

- |                       |                      |                       |
|-----------------------|----------------------|-----------------------|
| cereal with milk      | 2 slices of bread    | baked chicken         |
| green beans           | toast                | butter                |
| jelly                 | watermelon           | glass of orange juice |
| salad of mixed greens | dinner roll          | brownies              |
| glass of milk         | cornbread            | bacon                 |
| lunch meat            | slice of cheese      | piece of lettuce      |
| salad dressing        | mayonnaise           | celery sticks         |
| broccoli              | corn on the cob      | mashed potatoes       |
| baked potato          | maccaroni and cheese | carrot sticks         |
| apple                 | cookies              | chocolate cake        |
| glass of ice water    | butter               | greens                |
| bannana               | grapefruit           | baked ham             |
| white grapes          | fried cabbage        | steak                 |

MORE

Be sure to use each item only once. Be sure to include every necessary item (for example, if you choose a dinner roll and want to have butter on the roll, you must also cross off butter.) You will not use every item on the list. When your food menu is finished, check to see if you have followed the daily guidelines from the food pyramid, typed below.

Fats/Sweets — use sparingly

Milk, yogurt, cheese — 2-3 servings

Meat, poultry, fish, dry beans, eggs, nuts — 2-3 servings

Vegetables — 3-5

Fruits — 3-5

Bread, cereal, rice, pasta — 6-11

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## TEN COMMANDMENTS — “YOU SHALL NOT MAKE ANY IDOLS...”: WEEK 2 READ ALOUD

“Sermon to the Birds” Retold  
by James Baldwin *The Book of Virtues*, page 761

**Summary:** This is the story of St. Francis and how he advised the birds. Because of his generosity, he would feed the birds everyday and he began to notice how they sang him songs of praise. He carefully and wisely instructed them to give their praise to God because He was the one who really provided for their needs. He told them how God only used him as a vessel to provide for them. From then on, the birds sang their praises to God. We want the children to see how we must be careful not to get caught worshipping the one who God *uses* to provide for us, but to give our praise to God alone!

### Pre-Reading Questions

1. Have any of you ever thought about how you get food, clothes and a place to stay? Do you go out and work for it? Your parents give it to you.
2. How do your parents get it? From a job or a check from the government
3. Because your parents provide all of these things for you, did you think we should worship them? Why or Why not?

Today we are going to read a story about someone else who had everything that they need provided for them. Let's see who they thanked for it.

### Post Reading Questions

1. When St. Francis gave the birds food, who did the birds start to worship? St. Francis
2. Who did St. Francis tell them that they should worship? Why? God because God was the one who really provided for them, God just used St. Francis to provide for them.
3. After hearing this story, who do you think provides all the things that you need for you? Who does he use to provide for you? God provides for us through our parents
4. This week we have been learning about not worshipping idols, how do you think that this story explains this? We should not make the people or the jobs that provide things for us idols but know that the food, the jobs and the money for the things we need all come from God.

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## TEN COMMANDMENTS — “YOU SHALL NOT MAKE ANY IDOLS...”: WEEK 2

### RECREATION

#### Capture The Flag

**Materials:** Two flags of any kind (can be old rags)

**Object:** Steal both of the opponents flag, then return to your territory without being captured.

**Set Up:** This is best played outside in a large area where there can be many hiding places. If you have no outside area in which to play it can be fun inside too. It can be played in a parking lot by placing cars in strategic spots for the kids to hide behind. Divide the children into their already established teams. Divide the playing area in half - you may want to use your entire property. Draw an imaginary line. Place the flags where they can be seen. Each team designates a certain spot as their “Prison.”

**To Play:** Each team must start on their side of the imaginary line. When the leader says go. Each team is free to run anywhere they want to try to get the flags of the other team and take them back across to their side of the playing area. If caught in the opposing side’s territory and tagged you will be placed in prison. The only way out of prison is if one of your teammates makes it over and tags you. You then can return to your own side. Both players get a “free walk” back. Make sure that the children who are “guarding” their flags are not standing any closer than two feet from their flags. It must be possible for the other team to get them. All captured players must remain in the prison until they are tagged by a free teammate. Prisoners may hold hands and make a chain out of the prison and then everyone on the chain is released when the first person is tagged. The winning team is the team who captures all of the other teams flags first.

**Teaching Tip:** You will play a key part in organizing your teams. You must show you can work together. It is important that you play. When a player safely captures the other team’s flag and brings it back to his own territory, his team wins. Don’t forget to place guards around your flag, but at a fair distance away so that the other team has some chance. A good distance is about two feet. Also be sure you don’t leave prisoners.

#### DISCUSSION

Watch to see how the children work together. Do they follow their leader or do they do their own thing?

1. When was this game the most fun? When you were working as a team or as individuals? Why do you think that is?
2. Sometimes it is hard to work together as a team. When people all played as individuals out for themselves, what happened? When you put yourself first, your team suffers because it is almost impossible to win this game unless you work as a team.
3. To work as a team, you must have someone who is the leader of the team and everyone must follow that person. When you put that person in charge, how did things work?

When we follow people, many times they will let us down but when we follow God we will never be let down. He is always there for us no matter what happens, so we want to follow a person that is following God and no one else!

## DAY TWO

Waiter, Please!

**Materials:** two plates and two ping pong balls

**Object:** To be the first team to have all their teammates complete their job as a waiter.

**Set Up:** Divide the children into their two teams. Line them up in a single file line about 5 feet from each other.

**To Play:** Give the first person on each team a plate with a ping pong ball on it. That person should walk through his or her teammates, weaving in and out between them carrying the plate as if he or she were serving the ping pong ball. As the player walks in and out of his or her team mates he should say, "Here is your breakfast egg, sir." If the player drops the ping pong ball, they must go back around the last person they just passed again. When the waiter is finished "serving", he or she should take the plate and ping pong ball to the front of the line to the next player and they go back to the end of the line so that they new waiter can serve everyone. Play until all the members of each team have gotten a chance to be the waiter.

## DISCUSSION

Watch to see which children are really trying to serve the other person and who is playing as a team.

1. What was something fun about this game?
2. Was there anything embarrassing about this game? Why? Having to say, "Here is your egg sandwich, sir."
3. This week we are studying about false idols. From this game, can you think of anything that people could put before God? *The could put their desire for food or their job before God.*

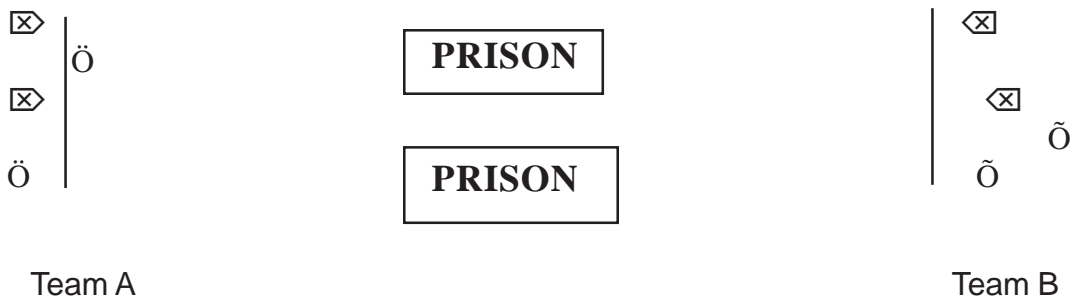
## DAY THREE

Catch Me If You Can

**Materials:** 2 ropes behind which each team stands. Added ropes may be needed to designate playing areas.

**Object:** To be the team with the most players in your line by the end of the playing time.

**Set Up:** Children are placed in their two teams. The two teams stand in two lines facing each other, about 60 ft. apart.



**To Play:** The leader touches one player on Team A to be the first charger. All the players on Team B stand behind their line with their right hands out over the line. Team A charger runs across the playing field and tags the hand of a player on Team B. The Team B player chases the charger across the field. If the charger is tagged, he must go to prison and the player on Team B is the next charger. If the charger makes it across his line safely, the entire A Team chases the player from Team B back. If Team B player makes it back across her line safely, the Team B charger chooses a player from their team to be the next charger. If Team B player does not make it back safely, she must go to prison. Prisons hold players from both teams. After the Team B person goes to prison, Team A returns to their line and sends out another charger. When an entire team get to run, some may divert and let their prisoners out. To be let out of prison, a prisoner must be tagged and then do 15 jumping jacks. The winning team is the team that has the most players on their line at the end of the time.

## DISCUSSION

Watch to see what children are encouraging their teammates by cheering for them. Watch to see who is thinking as a team or individually.

1. When you got tagged, how did you respond?
2. When you are playing a game as a team, what should you focus on more doing well one your own as a team? What kinds of problems will you have if you focus on yourself rather than your team?  
If you focus on yourself, you can hurt the team because it makes it hard to win when one person is hogging the ball or never encouraging anyone else.
3. When it was your turn, who were you running for, your team or yourself?
4. If everyone runs for the team would you have a better chance of winning or a better chance of loosing?

If we put our team first, then we can get the thing that we want which is a victory. The same thing happens with God. When we put God first, everything else seems to work out.

## DAY FOUR

Free Play

**Materials:** *all the fun play equipment that you have*

**Object:** To let the child have a chance to use free play to develop the things that they have learned during organized instruction time.

**Set Up:** This is a time to let the students make up their own rules to games and enforce them. Feel free to play with them, but do not take control of organizing the game. Let them do this and follow their rules.

**To Play:** · Ask the students to try to participate with their friends in the best way possible. Remind them that the rules of the center should still be abided by during this time. Have fun!

## DISCUSSION

Watch for children who are trying to put the team first above their own interests and who is looking out for themselves.

1. What kinds of things have you learned about putting God first that you can use during recreation time?
2. Were there any of those things that you did today?

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## TEN COMMANDMENTS — “YOU SHALL NOT MISUSE THE NAME OF THE LORD..”: WEEK 3

### BIBLE CLUB

#### HOOK

The point of this week’s hook is to misuse the name of the children. From the time they walk in the door until the time Bible Club starts, they should hear their name being misused. Some ways to do that are:

- Mispronounce their name. (“Matia” instead of “Maria”)
- Call them by a name very similar to their own. (“Tim” instead of “Tom”)
- Call them by the name of someone else in the center.
- Call them by the name of a brother or sister that comes to the center.
- Call them by a completely wrong name of no one in the center. (Bertha, Buford, etc.)
- Use their name when you’re frustrated. (“Oh Victor it!” instead of “Darn it!”)

Try to keep a straight face while you’re doing this. Those kids that have been around for awhile will likely want to get in on the fun and start mispronouncing your name, too. Defend yourself and your name. They will, of course, accuse you of misusing their name, but continue to act convinced that you have not misused their name. Be sure to do this to all the children.

#### DEBRIEF

1. What were the staff doing that was different today?
2. Who had their name said or used incorrectly? What were some different ways that they said or used your name incorrectly?
3. How did that make you feel? Did you like having your name misused?
4. Why don’t we like having our names misused?
5. Why are names so important to us?
6. How do we feel when people learn our name and use it?

We don’t like to have our names mispronounced or to be called by the wrong name because our names represent us. If a person knows our name, it makes us feel special; it means that they know us. God feels the same way about His Name. He does not want it to be misused. More than anyone else, God’s name represents who He is. That’s why He commands us never to misuse it. Have all the children look up the third commandment (Exodus 20:7) and read it. Practice saying it as a class several times. Pass out Bibles to all the children. Help them look up Isaiah 9:6. Show them how to use the table of contents and search for the book, rather than just finding it for them. Explain to them the Bible’s system of books, chapters, and verses. Read Isaiah 6:9 several times as a class.

1. **Who is the child being born?** (Jesus)
2. **What is a counselor?** (someone who comforts you in a hard time, someone who gives advice and helps you sort through your problems)



3. **Why does Jesus call Himself a “Wonderful Counselor?”** (He comforts us, He advises us, He **cares about our problems**)
4. **What does “mighty” mean?** (extremely strong)
5. **How is our God a “Mighty God?”** (He’s very strong, He rules, He’s in charge of everything and everyone)
6. **What is “everlasting?”** (never ends)
7. **How is God our “Everlasting Father?”** (Once He’s our Father, He never leaves us or forsakes us.)
8. **How is that different from our earthly fathers?** (They might leave us, fail us, or someday will die.)
9. **What is a “Prince of Peace?”** (someone who promotes and brings peace)
10. **How is Jesus the ultimate “Prince of Peace?”** (He’s the only One who can bring peace to our lives and to the world.)
11. These are all God’s names. He has many more. All His names represent who He is. How does it make you feel to hear that God is a Wonderful Counselor? A Mighty God? An Everlasting Father? A Prince of Peace?
12. **All of these names, which is your favorite?**
13. **The third commandment tells us never to misuse God’s name. What are some ways that we do that?** (taking it in vain, swearing by it, cursing)
14. **How does that make God feel when we misuse His name?** (angry, hurt)
15. **What are some things that we can do to make sure we use God’s name the way He wants us to?**

The Bible teaches us that Jesus’ name saves us, causes the demons to flee, and that at the end of time, every person will bow to God just from hearing His name. Let’s close in prayer, asking God to teach us just how powerful His name is. Let’s also ask God to forgive us for the times we’ve misused His name.

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## TEN COMMANDMENTS — “YOU SHALL NOT MISUSE THE NAME OF THE LORD..”: WEEK 3

### SKIT

Characters: Bobby and Reuben

Scene One: Bobby and Reuben are shooting hoops out on the ball court.

**Bobby:** Watch me — I’m gonna make this shot!

**Reuben:** Man, you can’t shoot nothin’!

**Bobby:** Watch me! (*Lifts up his chin in arrogance*) I swear to God I’ll make It!

**Reuben:** Oooh — you know you’re not ‘sposed to talk like that!

**Bobby:** (*Motioning his arms as though he has just released the ball, then raising his fist in triumph.*) Man, shutup! You’re just on me ‘cuz I made that basket!

**Reuben:** No, Bobby, I’m serious. Did you forget about the third commandment already?

**Bobby:** It’s not like I’m cussin’ or anything!

**Reuben:** Yeh, but you’re misusing God’s name! God’s name, Bobby! The commandment says not to misuse His name. And if I were you...

**Bobby:** Alright, you got me. It’s a habit, OK?) I’ll work on it... (*shooting another basket*)

**Reuben:** Yeh, well, if it’s a habit, you can’t just quit. You’re gonna hafta pray on that one (*rebounding the ball, then putting his arm around Bobby’s shoulder with a big grin*)...and I’ll help remind you!

**Bobby:** (*nodding his head and grinning*) I’m sure you will!

The two boys walk away.

### DISCUSSION QUESTIONS

**1. How was Bobby misusing God’s name?** (swearing to God)

**2. What are other ways we misuse God’s name?** (cussing, taking it in vain) **How was Reuben a good friend to Bobby?** (pointed out his mistake, helping remind him to change.)

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## TEN COMMANDMENTS — “YOU SHALL NOT MISUSE THE NAME OF THE LORD..”: WEEK 3

### MEMORY VERSE GAME

“You shall not misuse the name of the Lord your God.” Exodus 20:7

#### Explanation of the Verse

God’s name is the name above all names. It should not be used to swear by or any other insincere purpose. His name should also not be used for any selfish or evil purposes. The name of the Lord should be honored and protected at all times.

#### TEACHING THE VERSE

- Read the scripture to the children.
- Teach two of the actions from below at a time.
- Each time you teach two new actions, start at the beginning again. This is so that the children do not forget the previous actions.
- Do this until you have completed the verse.
- Then, do it two more times as a group.
- If you have the time, separate the children into two groups and see who does the best job reciting the verse.

#### MOTIONS TO THE VERSE

- You :** point to yourself (explain to them that they must do this because these are the instructions God has given to us.)
- shall not:** shake your head no and shake your finger no
- misuse:** cover your mouth as if you just said some thing bad.
- the :** clap
- name :** point to the place on your chest that someone would put a name tag and tell the children to picture a name tag there on their shirt where they are pointing.
- of:** stomp your right foot
- the :** stomp your left foot
- Lord :** point to God
- your:** point to yourself
- God... :** bow your head and fold your hands as if to pray

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## PRACTICAL LIVING: TAKING CARE OF YOUR SELF #3: WEEK 3

### INTRODUCTION

Keeping the children together in one big group, introduce a discussion on exercise.

#### 1. What is exercise?

So, if we all need to exercise, and we can exercise anywhere, then what do you think we're doing for practical living today? EXERCISING!

### ACTIVITY

2. Take the kids outside (this needs to be done on a nice day) and divide them into 5-6 groups. Try not to have more than 5 kids in a group, but there need to be as
3. Why do we exercise? (build muscles, lose weight, stay healthy, improve coordination)
4. What are examples of the ways we can exercise?
5. Where do people exercise? Do you have to join a gym to exercise? Who needs to exercise? many stations prepared as there are groups. Have each group start at a station, do that station's activity for 5 minutes, then move on to the next station. This continues until all the children have had at least one turn at each station. (A good way to signify a station change would be to blow a whistle at the end of five minutes.)

Some ideas for stations are:

1. Shooting hoops or freethrows at a basketball net.
2. Jogging around the parking lot.
3. Jumping rope
4. Aerobic activity
5. Calisthenics
6. Stretching exercises
7. Passing a baseball or football back and forth
8. Playing handball against the side of your building.

Try to have an adult at each station, not only to monitor the activity, but also to explain the fitness benefits of that particular exercise. Ask the children questions about the benefits they see (i.e. playing basketball improves coordination, strengthens the heart, and builds leg muscles).

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## TEN COMMANDMENTS — “YOU SHALL NOT MISUSE THE NAME OF THE LORD..”: WEEK 3

### READ ALOUD

#### “The Tongue and How to Use it”

Retold by F. J. Gould

*The Moral Compass*, page 149

**Summary:** This is a story about a young woman who makes up things about her neighbors and tell them to others. When she goes to confess to the priest, he tells her to for her penance she must buy a bird and pluck its feathers as she walks through town letting them fall where they may. When she returns, he tells her she must now go back and pick them all up. In the same way that it was impossible for the young woman to go and find all of the feathers, so it was impossible for her to repair all of the wrong done by the words she had said. We want the children to see that we must guard our tongue and be careful not to use God’s name in a way that would cause Him harm or hurt Him!

#### Pre-Reading Questions

1. Have any of you ever had someone tell a rumor about you? It could have been something that was partially true but the part that was not true really hurt you.

**Can someone share with us something that they had happen to them?** Leader: be ready to share an example of your own.

2. When we say something that hurts someone else, does apologizing make the other person forget what we said? No, but hopefully they can.

It is very important to be careful what we say. This story is about a young lady who didn’t do a very good job of it. Let’s see what happens to her.

#### Post Reading Questions

##### 1. What did the woman have trouble with?

Talking about her neighbors.

2. If she went back to each person to ask their forgiveness for what she had said, could she fix what she had done? Why? No, because the person she told it to could have told someone else, who told someone else and the person that she talked bad about would have been hurt each time.
3. When we hurt God and we ask him to forgive us, does He forgive like people do? How does he forgive? He forgives completely and forgets. Jer.31:34b
4. This week are learning about how to not misuse the name of God. From reading this story, why do you think it is so important to treat his name with respect? *Because just saying one thing bad can hurt God many times. It could cause someone else to begin to talk of God in the same bad way we did or make someone else think that Christians take God’s name in vain just like everyone else does so why would they want to be a Christian. Most importantly, it hurts God each time we say it in a wrong way.*

**Leaders:** You might want to take some time here to discuss why we as Christians do not have to confess our sins to a priest. 1 John 1:9 says that we should confess our sins to God and he will forgive our sins. You should also talk about what Catholics believe penance is. (It is something that someone does to make their wrong right. It is not practiced by Christians because Jesus paid for our sins. All we have to do is accept His forgiveness. We cannot do anything to pay for our sins. The Bible says that without the shedding of blood there can be no forgiveness of sins. Heb. 9:22, 10:11-14)

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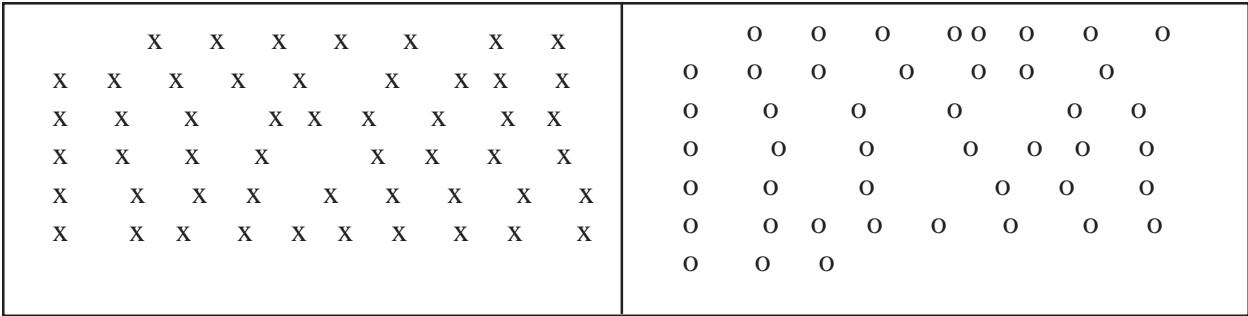
**TEN COMMANDMENTS — “YOU SHALL NOT MISUSE THE NAME OF THE LORD..”: WEEK 3**  
**RECREATION**

**DAY ONE**

Balloon Volleyball

**Materials:** Balloons; a “net” - rope laid on ground or chairs to divide teams.

**Object:** To be the team that scores the most points by not allowing the balloon to touch the ground on their side.



**Set Up:** Divide players into two teams. Players sit on the floor facing the net.

**To Play:** A counselor bats a balloon with their hand to the other team. They try to keep it in the air and over to the opposing side. Only 3 touches of the balloon are allowed by a team before it goes over the net. Players must keep their bottoms on the floor at all times. (Sometimes it is a good idea to let the kindergarten and first graders stand up on their knees because they are so short they might not ever touch the ball) Points are scored if:

1. The ball touches the ground on opposing teams side
2. More than 3 players on the opposing team touches the balloon before it passes over the net.

**DISCUSSION**

Watch for the children who are loosing, what is their attitude like?

1. When someone missed the ball on your team, how did you feel? Upset, frustrated and mad at that person.
2. Many times in professional sports, we see famous people getting upset when they aren’t doing well. They sometimes say bad things and take the name of God in vain. What does the Bible say we should not do?  
 We should not say God’s name in the wrong way.
3. What is something else we can do when we are frustrated instead of saying bad words? We could take some deep breaths and count to ten or many other things.

## Day TWO

### Memory Relay

**Materials:** Masking tape or rope to mark off half way point and goal

**Object:** To be the first team to have every member complete all it's tasks.

**Set Up:** Lay out the ropes or masking tape to show the boundaries of the playing area. Players are orally given a set of instructions they are to do. Example instructions: Hop half-way, crawl second-half; coming back run backwards half-way, crab walk last half. (This will help those who learn differently that those who can take oral directions.) Counselors should demonstrate.

**To Play:** First player hops then crawls to a designated spot. Coming home he runs backwards and then does the crab walk. The first player should then tag the second player on his team who repeats what player #1 did. Some children may have difficulty remembering due to learning disability so be prepared to help their memory. We don't want any child to feel "stupid." The winner is the first team to have all it's players complete the four tasks.

**Teaching Tip:** You might want to do this at different degrees of difficulty. The first relay could be simple and then you could work up to be harder and harder. This is very good for their short term memory development and their oral listening skills.

### DISCUSSION

Which children are willing to hang in there and try, no matter how hard they think it is to remember the steps of the game or who gave up easily?

1. When you were playing this game, was it hard to remember what you were supposed to do next?
2. What did you do to help you remember? Repeated the steps over and over in your mind, concentrated on what you were doing and other things
3. What in this game could you use to help you remember to be careful of how you use God's name? Concentrating and remembering

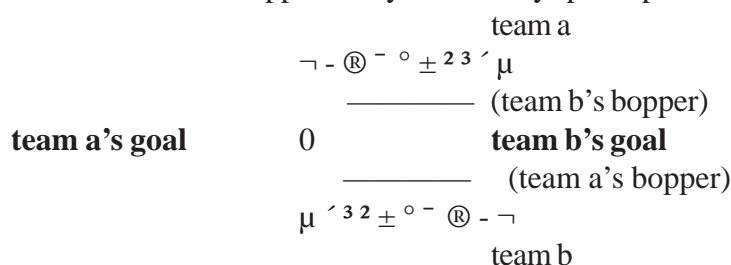
## DAY THREE

### Bopper Ball

**Materials:** two boppers (often called noodles, long foam pieces that are hollow in the middle, usually colorful, can be cut in half to create two "boppers."), chairs for every child and a large playground ball

**Object:** To use the bopper to hit the ball though the goal more times than the opposing team does.

**Set Up:** Divide the children into their two teams. Place the chairs in a slight arc shape facing the opposite team. Number the children like you do in steal the bacon, starting with one and going to the end on one side and then starting at the opposite end to number the team. Try to match students age wise as much as possible. If you have different color boppers, assign each team a color bopper. They must always pick up that color bopper when they play.



The ball is placed in the middle of the two teams with the boppers on either side of the ball, furthest from its team.



**To Play:** When the players are ready, the leader calls a number and the players with that number run and pick up their bopper and try to bat the ball into the goal using the boppers. Tell the children not to swing the boppers above their waists. They can accidentally hit other teammates with the bopper. The children who are seated, can use their feet to kill the ball in the direction of their goal. They must keep their bottoms on the chair at all times. When one child has scored for their team, the two children sit down and another number is called. The game is won by the team who has scored the most points by the time that the time period is over.

#### DISCUSSION

Watch to see if there are any children always wanting their number to be called and who are focused on their team encouraging each other.

1. What did you do when it wasn't your turn? Were you focused on when your number would be called or how your other teammates were doing?
2. **How does it feel when you just had your turn and no matter what you did your teammates said something nice to you?**

#### DAY FOUR

Free Play

*Materials:* all the fun play equipment that you have

**Object:** To let the child have a chance to use free play to develop the things that they have learned during organized instruction time.

**Set Up:** This is a time to let the students make up their own rules to games and enforce them. Feel free to play with them, but do not take control of organizing the game. Let them do this and follow their rules.

**To Play:** Ask the students to try to participate with their friends in the best way possible. Remind them that the rules of the center should still be abided by during this time. Have fun!

#### DISCUSSION

Watch for children who are being careful what they say when they get frustrated in a game.

1. This week we have learned about using God's name in the right way. What kinds of things have you learned that you can use during recreation time?
2. Were there any of those things that you did today?

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**TEN COMMANDMENTS —"REMEMBER THE SABBATH DAY...": WEEK 4**  
**BIBLE CLUB**  
**HOOK**

LESSON AIM: To help the child understand the purpose of the Sabbath and the importance of observing it.

SCRIPTURE: Genesis 1-2:3

MEMORY VERSE: "Remember the Sabbath day by keeping it holy." Exodus 20:8

**ACTIVITY:** Take all the kids out to an outdoor playing area, preferably large. Choose two points a significant distance apart. Have the children line up in a row at one point. This is the starting area. Have them run as fast as they can to the far point, touch the ground, then run back to the starting point. When they finish, have them do it again. Continue on over and over. Use lots of enthusiasm: blow a whistle, cheer them on, jump up and down, etc. As some of them start to grow weary, keep encouraging them and cheering them on. **Do not allow anyone to quit until they are begging to stop. (If we give in too easily and don't wear them out, they won't relate to the lesson.)** Push each child to his/her individual limit. Allow the littler, weaker ones to stop earlier. Keep the stronger ones running until even they are ready to quit.

**DEBRIEF**

Separate the kids back into their classes and send them upstairs. Lead a discussion with the following questions.

1. How did you feel when you first started running? Did you have lots of energy?
2. When did you first start getting tired?
3. How did you feel by the time you wanted to quit?
4. How did you feel when you weren't allowed to quit as soon as you wanted to? What was your attitude?
5. How did you feel now that you have rested? Would you be ready to start all over again now if we asked you?

TEN COMMANDMENTS — "Remember the Sabbath Day..."

BIBLE CLUB

BIBLE STORY AND THEME VERSE

Introduce the 4th commandment. Explain that today's activity is just one example of why God commanded us to rest. Ask the children if they think God ever had to rest. Have them turn to Genesis 1:31-2:3 and read the verses (or read it to them).

MORE

## DISCUSSION OVER BIBLE STORY

1. What does this passage say God did on the 7th day?
2. If God rested on the 7th day, do we need to do the same? Why?
3. What does verse 3 say God did to the 7th day? (He blessed it.)
4. What day do we celebrate the Sabbath? How do we celebrate it? (going to church, singing songs, spending time with family, eating a big meal, etc)
5. What other days do we celebrate throughout the year? (Christmas, etc.) Do we prepare for those celebrations? How? (cooking, buying gifts, decorating, etc.)
6. In what ways do we need to prepare to celebrate the Sabbath? (go to bed on time Saturday, or early, dress up in our best clothes, eat a dinner with family and friends, etc.)
7. If God says that this is a holy day, and we don't celebrate, what does that mean?

Review (from two weeks ago) the ways that we worship God. Explain that the Sabbath is kept holy by worshipping God, spending time with family, and fellowshiping with other believers. (Explain the word fellowship). Use this whole discussion to explain to the children the importance of going to church. Be sure to ask them how many have a home church, and invite them to Calvary if they are not attending anywhere else.

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## TEN COMMANDMENTS — “REMEMBER THE SABBATH”: WEEK 4 MEMORY VERSE GAME

*“Remember the Sabbath day by keeping it holy.”*

*Exodus 20:8*

### Explanation of the Verse

This verse talks about God’s command to have a special day set aside for him. In keeping it holy, He wants us to rest and observe with reverence the One who makes all that we do possible. This was a very serious thing for God. Those who didn’t obey it were killed!

### TEACHING THE VERSE

- Read the scripture to the children.
- Teach two of the actions from below at a time.
- Each time you teach two new actions, start at the beginning again. This is so that the children do not forget the previous actions.
- Do this until you have completed the verse.
- Then, do it two more times as a group.
- If you have the time, separate the children into two groups and see who does the best job reciting the verse.

### MOTIONS TO THE VERSE

- Remember:** pat your finger on your head
- the:** snap
- Sabbath:** point to your watch
- day :** make the sign for day in sign language by putting your arms] folded out in front of you like a Native American Indian chief might do and raise the top hand up like the sun raises on the horizon. As your hand is rising, it should be in a fist. It should stop where the sun would at 12:00 in the afternoon.
- by :** pat your legs
- keeping :** hold up your pointer finger as if you remembered something
- it :** point to the ground as if to make a point
- holy. :** bow your head and fold your hands as of to pray

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## TEN COMMANDMENTS — “REMEMBER THE SABBATH”: WEEK 4 READ ALOUD

### “Going to Church”

by Theodore Roosevelt

*The Book of Virtues*, page 798

**Summary:** This is a list of Teddy Roosevelt’s top ten reasons why he thinks you should go to church. These were published in a 1917 copy of *Ladies’ Home Journal*.

#### Pre-Reading Questions:

1. Can someone tell me which one of the Ten Commandments we have been studying this week? Commandment Four - Remember the Sabbath day
2. What are some of the reasons that you have learned about so far that we need to keep the Sabbath holy? Because God has commanded us to, so that we can focus on Him and so that we can have some time to rest and prepare for the next week.

We are going to read a top ten list written by one of our Presidents, Theodore Roosevelt in 1917 about why he thinks it is important for us to go to church. Listen to see if you agree with the reasons that he gives.

#### Post Reading Questions

1. Were there any reasons that he gave for going to church that you thought were really important? Were there any that you didn’t agree with? Why?
2. If you had to tell someone who didn’t come to church why they should come, what would you tell them.
3. Are there any other verses in the Bible that tell us that we should go to church? Heb 10:24 - Let us not give up meeting together as some are in the habit of doing, but let us encourage one another - and all the more as you see the day approaching. (This is just an example. There could be others.)

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## TEN COMMANDMENTS — “REMEMBER THE SABBATH”: WEEK 4 RECREATION

### DAY ONE

#### Newspaper Relay

**Materials:** Newspapers, two sheets for each team, plus some extras

**Object:** To be the first team to have all its Players walk on newspaper from one point to another and return.

**Set Up:** Divide the children up into their two teams. Give the first player in each line two sheets of newspaper

**To Play:** When the leader says “GO,” the first person on each team lays down the first sheet of newspaper, steps on it, and then lays down the second sheet of paper. He then moves to the second sheet and picks up the first sheet now laying it in front of him. Players may move to the finish line only by stepping from sheet to sheet. He then runs back with the papers to the second person on his team who repeats what he has done. The first team to have all its players return home wins.

### DISCUSSION

Watch the children to see which ones are really careful about stepping on the paper and the ones who are just trying to get the job done.

1. When you were playing this game, what would have happened to you if you stepped on the floor instead of the paper? Probably nothing except someone might say something to you.
2. Do you think you would have played the game differently if you had known that if you fell off those piece of newspapers you could be eaten by alligators or you could fall into hot lava? Why?
3. Many times we treat the laws God gives us like those sheets of newspapers. If we fall off them, it is really no big deal. This week we are learning about how we need to keep the Sabbath holy. That means that we need to be careful how we spend our time on Sunday and not use it to work like all the other days. We need to spend that time thinking about God. What are some things that we can do to keep the Sabbath holy? *Make sure that all we do on Sunday is pleasing to God and that we spend some time resting for the rest of the week.*

### DAY TWO

#### Ping Pong Blow

**Materials:** two ping pong balls

**Set Up:** Have the children play this game in their teams. Divide the teams into small groups of 5 or 6.

- Two ways to play:
  1. One game is played while the players from the other teams cheer on the members of their Primary Team.
  2. Have several games going on at the same time. One small team from one team will go against a small team from the other team.

**To Play:** Each team has a goal, at opposite ends of the room. The players get down on their hands and knees, the ping pong ball is placed in the center of the room. When the leader says “Go” the players begin blowing the ball towards their goal. The ball cannot be touched at anytime. It can only be moved by blowing it. To add to the excitement you might add a second ball.

## DISCUSSION

Watch to see if the team has a strategy or if they are all just all playing on their own.

1. What was something fun about this game?
2. Did anyone think it was hard to blow the ping pong ball? What did you do to help your team win?
- 3. What was the one important rule about the ping pong ball that you had to remember in this game?** To not touch the ball no matter what!
4. What is the important thing that we need to remember when we think about the Sabbath day? That God wants us to focus on him on that day and not get distracted by other activities.

## DAY THREE

Team Sardines

**Materials:** None

**Object:** To be the first team to have all it’s players find the opponents “Sardine”

**Set Up:** Divide the children into their two teams. Each team selects a person to be their “Sardine.”

**To Play:** The “Sardine” goes out and finds a place to hide. It must be large enough so that all the children from the other team can squeeze into the hiding place. When both “Sardines” have found their hiding places, the other children go out to find them. When the opposing “Sardine” is found, the player gets into the hiding place with the “Sardine.” The player must remain very quiet so it continues to be difficult for others to find them. RECREATION COORDINATOR: watch the play carefully. If children cheat by making noise or telling others where a “Sardine” is, points must be taken away from that team. The first team to have all it’s players hidden away with the opposing “Sardine” is the winning team.

## Discussion

Watch to see if any of the players try to make their own hiding place or if they follow the rules of the game.

1. What was the main thing that you had to be able to do to play this game? Find the member of your team that has been chosen to be the Sardine and hide with them.
2. Would it have mattered if you could run fast in this game or if you could jump high? Why not? No, because running fast and jumping far are not the point of this game.
3. Just like in a game, some things that might be important in another game might not be important in this game. What kinds of things do you think might not be important for us to do on Sundays like they might be on others days of the week? Working, doing homework and other things that takes our focus off God.

## DAY FOUR

Free Play

**Materials:** all the fun play equipment that you have

**Object:** To give the children a chance to use free playtime to develop the things that they have learned during the organized instruction time.

**Set Up:** Let the children choose from any of the equipment that you have set out for them to use. Let them set up their own games and make their own rules.

**To Play:** Let the children play whatever they want. The staff can play with them, but don’t allow the staff to end up organizing the game and the rules. The staff already know how to do this. Let the children try.

## DISCUSSION

Watch the children as they play with each other and see which ones are remembering important things during recreation like cooperation and patience.

1. This week we have been learning about keeping the Sabbath day holy. Is there any way that remembering that can help you when you play games? Just like on Sunday we should focus on God, during game time there are certain things that we need to concentrate on like working as a team and being patient when someone else is not doing things like you want them to do.
2. What are some important things that we need to remember during recreation? You can have more fun as a team or working together. We need to cooperate with each other and be patient with each other.



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## TEN COMMANDMENTS — “HONOR YOUR FATHER AND MOTHER...”: WEEK 5 BIBLE CLUB

COMMANDMENT #5 — Honor Your Father and Mother

THEME VERSE: “Honor your father and mother, that you may have a long, good life in the land the Lord your God will give you.” Exodus 20:12

ACTIVITY: As an entire center, play a game. Throughout the game, the staff should cheat, take away the kids equipment, change and break the rules, etc. When the kids react negatively, tell them, “you’re just a kid — you don’t have any feelings” and other similar remarks. The point is to disrespect the children.

### DEBRIEF

1. How did you like the activity we just played?
2. What/why didn’t you like it?
3. How did you feel when the teachers cheated? Changed the rules? Took the pieces (balls or whatever) away?
4. Did you feel respected? Why or why not?
5. How did it feel to be told, “You’re just a kid!”?
6. How does it feel to be disrespected?

Many times we are disrespectful to our parents and treat them in ways we wouldn’t want to be treated. We think that they don’t have any feelings because they’re our parents.

1. What are some ways we disrespect our parents?
2. How do they feel when we disrespect them?
3. How does God feel about respecting our parents?

### BIBLE TIME

Today’s commandment tells us exactly how God feels about us respecting our parents. It is the only commandment that promises a special blessing if it is obeyed.

Write the commandment on the board or look it up and have someone read it (if the children are too young to read, read it to them.)

1. What do you think it means to honor your parents? (Show respect, obey)
- Look up Ephesians 6 and have someone read verses 1-3.

1. What does verse 1 tell us about why we should honor our parents? (God placed them in authority over us.)
2. What does it mean that we will be blessed if we honor our parents?
3. Some of us here live with someone other than our biological father and mother. Are we supposed to honor them the same way we should honor our parents? Has God put them in authority over us? (Yes.)

MORE

(Some of our children have difficult home situations with parents or guardians that may not be very respectable. This is a great opportunity for them to open up and share some of their feelings with us. It is important to explain the truth of this without making them feel condemned for being realistic about their parents' shortcomings.)

1. Sometimes parents do things that don't seem very respectful. What are some of those things that parents might do?
2. When parents do these things we've talked about, it may make us feel hurt and angry with them. What should we do when we feel hurt and angry at our parents? (Talk to God, pray for them, pray for ourselves, maybe tell them how we feel.)
3. Does God still want us to respect our parents, even when they make mistakes? Why? (Yes, because He gave them to us and they're the only parents we'll ever have. God will be our only parent that never makes a mistake.)

At this time it may be appropriate to share an example of a time when your parents made a mistake. This will help the children see that our lives are real and that God has been faithful to us during difficult times, in spite of maybe not having the best parents.

### CLOSING ACTIVITY

Have every child peel off a long piece of masking tape. Take your piece of masking tape and begin the activity by wrapping it once around your hand. As you wrap it around, you should share one good thing your parent/guardian does for you. Each child should do the same, with everyone sharing a good thing for as many times as the tape will wrap around your hand. When you are finished, begin to unwrap the tape, sharing one good thing you do for your parent/guardian for every time it comes around to unwrap. Have the children do the same.

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## TEN COMMANDMENTS — “HONOR YOUR FATHER AND MOTHER..”: WEEK 5

### memory verse game

“Honor your father and mother...” Exodus 20:12

### Explanation of the Verse

This commandment is the first of the commandments that deal with our relationship to other people. Here God tells us to honor them which implies that we are obedient to them and that we submit to their authority. Then he says in the rest of the verse that this will give us a long life!

### TEACHING THE VERSE

- Read the scripture to the children.
- Teach two of the actions from below at a time.
- Each time you teach two new actions, start at the beginning again. This is so that the children do not forget the previous actions.
- Do this until you have completed the verse.
- Then, do it two more times as a group.
- If you have the time, separate the children into two groups and see who does the best job reciting the verse.

### MOTIONS TO THE VERSE

- Honor :** bow as if you were showing honor to a guest
- your :** point to yourself (explain to them that they must do this because these are the instructions God has given to us.)
- Father:** put your hands on your hips and pull your shoulders back to represent a strong man.
- and :** clap your hands
- Mother:** give yourself a big hug like you might hug your mother.

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**TEN COMMANDMENTS —  
“HONOR YOUR FATHER AND MOTHER...”: WEEK 5  
READ ALOUD**

**“The Chest of Broken Glass”**

*The Book of Virtues*, page 202

**Summary:** This is a story about a old man whose wife had died and he had no money to live on but he did have three sons. He didn’t want to be a burden on them but he needed someone to take care of him. He devised a plan to make his sons think that he has a great deal of money stored in an old chest. When the sons discover the chest, they offer to take care of him more faithfully in hopes of inheriting the money. When the old man dies and the chest is opened they find that it was full of broken glass all along. There is an inscription written on the bottom that says: Honor your father and mother. We want the children to see from this story that we honor our father and mother because God has commanded us to and not because of what we will get out of it!

Pre-Reading Questions:

1. This week we have been talking about honoring our father and mother. Can anyone tell me what holidays that we have to honor our father and mother? Mother’s Day and Father’s Day
2. What does it mean to honor your father and mother? Do what they tell you to do, talk to them respectfully, take their advice and listen to what they have to say and doing things to show them how much you appreciate them.

Today we are going to read a story about what it means to honor your father and mother when we are adults and might not think we need our parents any more. Listen to see if you can hear things that these sons did to honor their father.

Post Reading Questions:

1. What did the sons do to honor their father? At the beginning they had dinner with him once a week then once they found out about the money, they took turns living with him and gave him a nice funeral.
2. Do you think that the reason that the sons took care of their father was right? Why?
3. Do you think the sons would have taken care of their father if he had not let them think there was money in that chest?
4. Can you think of anything that you can do now to honor your father and mother?

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## TEN COMMANDMENTS — “HONOR YOUR FATHER AND MOTHER...”: WEEK 5 RECREATION

Main Deck, Quarter Deck, Poop Deck

**Materials:** Markers to mark boundaries shown in the illustration below

**Object:** To be able to listen to the location called by the leader and to go there as quickly as possible and to be the last one in the game.

**Set Up:** · Begin by setting up a playing area like this one:

quarterdeck      maindeck      poopdeck

Start with all the students standing on the main deck.

**To Play:** Tell them that whatever name you call, they are to run to that place as quickly as they can. If they accidentally run the wrong way ( to a different place than you called) they are out. Begin by calling places slowly that are next to each other. *example:* “main deck, quarter deck, main deck, quarter deck, main deck, poop deck. Then, as the students become more confident, call the places more quickly and further apart. *Example:* Main deck, quarter deck, poop deck, main deck, poop deck, quarter deck. The person who is the last one in the game, can be the leader who calls the game next time. Play the game through several times and then discuss these questions.

### DISCUSSION

Watch for children that are not listening and just watching other children. Watch the children that do well in this game. What is it that makes them do well?

1. Who was the person that you had to listen to at all times during this game? The leader who was calling out the places.
2. What happened if you decided not to listen and go your own way? You were out of the game.
3. This week we are learning about how to honor our Father and Mother. What is something that you had to do in this game that you could use with your parents? Listening and obeying them!
4. Why do you think it is so important for us to listen and obey our parents? Because they love us and want what is best for us.

**Teaching Tip:** This game is very good for their oral listening skills. When you are the leader, try not to give them any hints about the way they are to run by your body motions. Let them try to listen and think for themselves.

### DAY TWO

Mother May I?

**Materials:** none

**Object:** To be the first child to reach the “Mother” by obeying and remembering to be respectful.

**Set Up:** Have the children line up on one line standing shoulder to shoulder. Have the person who is the leader (begin with an adult) stand as far away as they can from the group. (about 100 feet) If you want the game to be shorter, you can be closer, but remember we are working on patience!

**To Play:** Call on one child at a time and give them an assignment. Assignments would be something like this:

1. Catherine, take 3 giant steps.
2. David, take 2 skips forward.
3. Vanessa, take 6 baby steps.
4. Maria, take 1 kangaroo hop. (the largest hop she can do)
5. DeMarco, take 1 baby step backward.
6. Sarah, take 3 bunny hop forward (small hops)

You can make up anything you want them to do. When a child receives an assignment, before he steps, he should ask, “Mother May I?” Then the mother will say, “Yes, you may.” As the “mother”, you will have the ability to make the game fair or not and you can control how fast the game goes. The winner is the one who reaches the line that the “mother” is standing on first. Some play that they must hit that line exactly, but you can do whatever you want.

## DISCUSSION

Watch to see what children are trying their best to obey each instruction or who are trying to stretch the truth to help them win.

1. Was it hard to always have to take the instructions that you got from the “Mother” even if you thought it wasn’t fair?
2. Why did you obey the “Mother”? Because if you didn’t you would lose the game.
3. Did you do what the “Mother” said because she had earned the right to tell you what to do or because she of who she was in the game? Because of who she was in the game.
4. Why should we obey our parents? Because they are the people God chose to raise us and take care of us.

## DAY THREE

### Sheep Across The River

**Materials:** none, unless you need something for boundaries

**Object:** To be the last “sheep” left that the wolf did not catch.

This is a favorite! It is an easy game to do at the last minute if you haven’t had time to plan. Keep this one in the back of your mind!!

**Set Up:** To begin, make a boundary like the one shown below.

safe              xwolf                              safe

Choose one student to be the wolf. They stand in the middle of the center line.

**To Play:** All the other students stand on one line, preparing to run. When the wolf yells, “SHEEP ACROSS THE RIVER” all the students try to run from the side they are standing on, to the safety of the other boundary line, like the “shore”. If the wolf touches them, they have to freeze in the exact spot where they were touched. Then they put their arms straight out to their side. They can not move at all. Once all the players have either reached the other side or are frozen in the middle, the wolf turns to face the sheep, and yells again, “SHEEP ACROSS THE RIVER.” This time, if the wolf touches the sheep they are out, but if the sheep run into an already tagged player, they are also out. The players who are frozen, are not supposed to try to tag the sheep who are running by, they are just supposed to be obstacles to try to get through. Continue to play until there is only one player left. They are the wolf in the next game. If there are students who are still at the starting line after almost everyone has run across to the other side, count to ten out loud. If they do not run by the time you finish counting, they are out and must find a place on the field to stand and freeze with their arms out. Many times, we had two players be the wolf. The game goes much faster and more students get the chance to be the wolf. We tried to select the last girl and the last boy so that each would get a chance.

## DISCUSSION

Watch to see which children are willing to stand still when they are tagged and which children keep saying that they were not touched despite the staff's efforts to tell them that they are out.

1. How did it feel to get tagged early in the game and have to stand there the whole game with your arms stretched out?
2. Did you wish you could have been back in the game?
3. Why did you keep standing there? Was it because you knew those were the rules set by the staff and you wanted to obey them?
4. When you obey rules that the staff have made, you are showing them respect and honor. Can you think of anything that you could do that would show honor to your parents in this same way.  
Obey the rule that they set up for you no matter how small.

## Day Four

### Free Play

**Materials:** *All the fun play equipment that you have*

**Object:** To give the children a chance to use free playtime to develop the things that they have learned during the organized instruction time.

**Set Up:** Let the children choose from any of the equipment that you have set out for them to use. Let them set up their own games and make their own rules.

**To Play:** Let the children play whatever they want. The staff can play with them, but don't allow the staff to end up organizing the game and the rules. The staff already know how to do this. Let the children try.

## DISCUSSION

Watch the children as they play with each other and see which ones are willing to obey the staff when they give directions and who are wanting to do their own thing no matter what!

1. This week we have been learning about honoring our Father and Mother. Is there any way that remembering that can help you when you play games? One way to honor our parents is to obey the staff when we are at the center and obey the rules that are set up during game time.
2. How does obeying the staff at the center honor your parents? When your parents are not around, they want to know that you are doing what they would want you to do if they were there. When you are obedient, they can be proud of the way you acted and this honors them as a good parent.

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## TEN COMMANDMENTS — “YOU SHALL NOT MURDER.”: WEEK 6 MEMORY VERSE GAME

**LESSON AIM:** To help the children understand that murder is sin because it destroys God’s creation.

**SCRIPTURE:**

“You shall not murder.” Exodus 20:13

Explanation of the Verse

This command was given so that we could learn to respect God’s creation. We need to hold life as a precious gift, given only by God and taken away only by God. We are not to take the place of God in taking away life.

TEACHING THE VERSE

- Read the scripture to the children.
- Teach two of the actions from below at a time.
- Each time you teach two new actions, start at the beginning again. This is so that the children do not forget the previous actions.
- Do this until you have completed the verse.
- Then, do it two more times as a group.
- If you have the time, separate the children into two groups and see who does the best job reciting the verse.

MOTIONS TO THE VERSE

**You:** point to yourself (explain to them that they must do this because these are the instructions God has given to us.)

**shall not:** shake your head no and shake your finger no

**murder. :** make your fingers like a gun and “shoot” it at someone.



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## TEN COMMANDMENTS — “YOU SHALL NOT MURDER.”: WEEK 6 READ ALOUD

### “Cain and Abel”

*The Book of Virtues*, page 205

**Summary:** This is the Bible story that tells us of the first murder. Cain kills his brother because he is jealous of the favor that God gave to his brother. Some important things to notice are that God knew that evil was in Cain’s heart regarding his brother and God even warned Cain about it but Cain did not listen. That is not included in this story. It might be helpful for you to read the Bible’s version of this before you read it to the children. (Genesis 4:1-16)

#### Pre-Reading Questions:

1. We have been learning about the fifth commandment this week. Can someone tell me what it is? You shall not murder. Ex. 20:13
2. Why do you think that God does not want us to murder? Because He is God and He gives life and He takes it away, if we take away life we are taking the place of God and destroying His creation.

Today we are going to read a story from *the Book of Virtues* but this story is a little different because it is a true story that is found in the Bible. This is the story about the first murder. Listen to see if you can find out what the motive was!

#### Post Reading Questions:

1. What was the reason that Cain killed his brother Abel? Because Cain was jealous that God liked the offering that Abel gave to God but did not like the one that Cain gave.
2. If you were there on the day that the two brothers offered their sacrifices and you saw Cain get so mad, what would you have said to him to prevent him from doing what he was about to do?
3. This story in the book doesn’t tell us this, but the Bible tells us what God said to Cain to try to keep him from doing something wrong. Let’s read what these verses and see if we can find out what God said. (read Gen. 4:6-7)
4. What should Cain done with his anger? Asked God to forgive him for not offering the offering that was pleasing to Him and for being jealous of his brother.
5. What is something that you can do when you get angry instead of being violent? You can take some deep breaths and try to calm down, you can talk to someone about how you are feeling, you can pray and ask the Holy Spirit to take control of your emotions.

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## TEN COMMANDMENTS — “YOU SHALL NOT MURDER.”: WEEK 6 RECREATION

Day one

Set Up Teams

**Materials:** students divided into two teams, (the list should be prepared by the staff in advance), poster board, and marker.

**Object:** To help the children learn how to work together and support each other.

**Set Up:** Create two permanent teams. These teams would play together everyday during recreation. This gives the students a chance to learn to work with new team members. It also gives them a chance to play on a winning team if they were not on one in the past. You will want to make sure the teams are evenly matched age wise. You may want to sit down as a Staff team and decide who will be on what teams. Be sure and keep your lists from the previous months so that you can remember who played together in the past.

**To Play:** Have each team come up with a team name. It can be whatever they want. The names that our students liked best were ones that had to do with their relationship with Jesus. Acronyms are fun to use too. Have each team create a team cheer. (Raps are fun too!) Remember that during recreation winning isn't as important as spirit. Make posters which you will keep up and post the scores.

TEAM ACOMPETITION	SPIRIT POINTS	TEAM BCOMPETITION	SPIRIT POINTS
1,000	20,000	2,000	10,000
1,000	10,000	1,000	30,000

**Teaching Tip:** This is the second time you have made teams in this unit. You are going to give them a chance to be on new teams in the middle of this unit because the unit covers so many weeks. Children need to get new teams every now and then to be able to learn to play with other children and to be able to be part of a winning team if they weren't before.

### DISCUSSION

Watch to see how the players respond to their new teammates and who provides leadership on the team. Notice who is encouraging and discouraging new ideas.

1. Was it hard to come up with a team cheer?
2. When some gave an idea about a team name or a cheer on your team, what did you do? How did it feel when you gave a suggestion and no one listened or someone said it was a dumb idea?
3. Why do you think it hurts so much with people don't listen to your ideas? *Because ideas are part of you and they are your creation!*
4. This week we are going to learn about how God commands us not to murder. How do you think not listening to someone's idea can be like murder? You are killing their idea and you need to be respectful of them and their idea.

MORE

DAY TWO

Nation Ball

**Materials:** Two large rubber balls

**Object:** To get all of the players on the opposing team out of the game.

**Set Up:** Divide group into their teams. (Great game for teaching team work and family unity.) Each team is given an equal amount of space on a cement or hardtop surface. All but one member of the team stands in their space. The extra player serves as goalie, he/she is the only one that can leave the space to run after a ball. The goalie stands behind the opposing team.

**To Play:** To begin, one ball is given to each team. (Another way to start, is to have all the students line up on their back line and place the balls on the center line. When the leader says “Go!,” they run to the center and try to get the balls to be able to throw at the opposing team.) When the signal is given, the person holding the ball throws it, trying to hit an opposing player below the waist. If the player is hit, he/she must go to the holding tank. If a child is hit by a ball above the waist, he does not go to the holding tank. The person who threw the ball goes to the holding tank. If the opposing player catches the ball, thrown at him one of his teammates may come out of the holding tank. If no one is in the holding tank at that point, the person who threw the ball is out. If a player steps over the center line when throwing the ball, whatever the ball did, does not count. Players must stay behind the center line. Players in a holding tank come out in the order in which they entered the holding tank. (This is an important rule! Make sure the players that are leaders at your center are not pushing their way to the front of the line.) A fun variation of this game is to play for a while, then add in more balls. It is also fun to have different kinds of balls, different weights, sizes and materials.

HoldingTank	o        o    oo    o o o o    o    o    o o        oo o    o    oo	X    X    X    X X    X    X    X X    X    X    X X    X        X    X X	Holding Tank
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DISCUSSION

Watch to see how the children are handling it when they get out or when their teammates get out? Are they getting defensive or are they willing to sit out?

1. How did it feel when you got out in this game? Why? *Bad because you couldn't play!*
2. When you are out, is there anything you can do besides cheering to help your team win? No
3. God's word tells us not to murder. When we murder, we destroy what God's created and we also do not allow that person to be able to do anything else for God. Is there something else you could have done in this game to keep your teammates in the game? *You could have worked as a team more and not just played for yourself. Tried to catch more balls so other teammates could come back in the game after they were out!*

DAY THREE

Dodge Ball

**Materials:** four balls, preferable soft balls, like nerf balls or beach balls

**Object:** To be one of the last four people on the outside circle who has not been hit with the ball.

**Set Up:** Have the children make a large circle big enough where the students can stretch their hands out and touch the finger tips of the people on either side of them. Pick four people from the circle to be in the middle. Give the balls to the people in the middle.

**To Play:** The people in the middle begin the game by throwing the balls at the people on the outside of the circle. If they hit the person below the waist before the ball hits the ground, the person they hit is out. If they hit the person above the waist, the person who threw it is out. If the person throws the ball at someone and they catch it, the person who threw it is out. The people on the outside can't throw the ball at the people in the middle. The last four people who are out can be the ones in the middle the next time.

## DISCUSSION

Watch to see if any of the children are acting any different than yesterday in the way they treat getting people out. Are they still just as mean or are they a little more gracious.

1. How did it feel when you got out in this game?
2. Did you feel like getting them back? Is there any reason why you should?
3. The Bible tells us that we should not murder. Do you think that means we can if they did it first? No, there is no reason that we can kill someone else.
4. Is there anyone that you know that tries to kill someone when someone in their group has been killed? Is that the right way to think? What should we do when someone kills someone close to us? Gangs kill each other all the time. This is not the right way to think. We should be able to forgive the person who killed someone close to us no matter how hurt we are!

## Day Four

### Free Play

**Materials:** *All the fun play equipment that you have*

**Object:** To let the child try the new concept they have learned apply to everyday life.

**Set Up:** Let the children use any of the play equipment that they want. Let them set up their own games and make up their own rules if they want and if they can get anyone else to play with them.

**To Play:** Feel free to play with them, but do not take control of organizing the game. Let them do this and follow their rules. Ask the students to try to participate with their friends in the best way possible. Remind them that the rules of the center should still be abided by during this time. Have fun!

## DISCUSSION

Watch to see if any of the children have made any progress in obeying other commandments they have learned as they are playing.

1. Do you think this that there was something that you saw someone do today that showed that they were obeying one of the commandments that we have learned already?
2. How does it feel when you know that the people around you are wanting to obey God's word?
3. Do you do the same thing at school? Why or why not?

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## TEN COMMANDMENTS — “YOU SHALL NOT COMMIT ADULTERY”: WEEK 7

### BIBLE CLUB

LESSON AIM: To help the child understand that adultery is sin and only leads to more sins.

SCRIPTURE: 2 Samuel 11

MEMORY VERSE: “Remember the Sabbath day by keeping it holy.” Exodus 20:8

Hook

**Materials:** small reward, enough for each child

Think of a simple song that a child could preform (i.e. “Jesus Loves Me”). Before class, or at the very beginning of class, pull the children aside one at a time. **Look each child in the eye**, and promise them that they will receive a prize if they preform the song in front of the class, alone. **Make sure to do this one child at a time**, so that each child will take it as a **personal promise**. Give all willing children a chance to preform the activity. Afterwards, pretend that you are all out of rewards and don’t have anything for them. If they ask if they’ll receive something later, tell them no. Allow someone to start another activity with the children and leave the room for awhile. This will allow them to process you breaking your promise to them. When you return, ask the debrief questions. Don’t forget to reward your singers at the end of Bible Club.

#### DEBRIEF

Come back into the room and sit in front of the children.

1. Those who were promised a reward for singing, how do you feel that I cheated you?
2. What do you think of me right now? Why?
3. How about those that didn’t get cheated, but have seen what I’ve done to the others? How do you feel towards me?
4. How does it feel when someone breaks a promise to you?
5. What goes through your mind the next time that person promises you something?

One of the most important promises we ever make is when we marry another person. When we get married, we promise to build a life with that person and them alone. We promise to make them the most important person in our life next to Jesus. We promise not to ever date anyone else or have any other girlfriends or boyfriends — only to be a wife or husband to the person we marry. When we break that promise and go with someone else it is called “adultery.”

The family is so important to God — it is the first group of people that He ever established. When two people love each other and are committed to having a good marriage, it is a testimony to the whole world of God’s love. It’s the best possible environment to raise children and show Jesus’ love. God made the seventh commandment just to tell us not to break the promise of marriage by committing adultery.

NOTE: For grades K-1, it is enough just to do the hook for this lesson. They will be learning scripture because of the commandment, and they will have enough to grasp through that and the hook. This week, the Storytime and Discussion Questions are more for grades 2-6.

MORE

## Storytime

**Materials:** 6 stick or paper bag puppets (to represent King David, Bath-sheba, Joab, Uriah, the servant, and a soldier), a table or bench to use for a puppet stage, and a blanket or towel to cover the table. Directions for making the puppets are at the end of this lesson.

For younger children: Using A VOLUNTEER OR OTHER EXTRA PERSON, divide the parts and puppets between yourselves and put on the puppet show for your class. Take time to practice together before doing the show.

For older children: Assign each part and corresponding puppet to a child before class starts. Give each puppeteer a script so that they'll have time to study it before the show. Explain that the italicized portions are not to be read but are actions the puppets should perform. Let the children perform the puppet show and read the scripts.

For the entire center: Assign each part and corresponding puppet to an adult. Perform a **really good** puppet show in front of the entire center.

### DAVID AND BATH-SHEBA

**NARRATOR:** It was spring in Israel, and King David was on the throne. (*King David pops up.*) The army was away fighting the Ammonites, but King David had stayed in Jerusalem. Unable to sleep one night, King David decided to go for a midnight stroll. While walking along the roof of the palace (*puppet moves back and forth*) he looked out over the city. There in the distance, (*Bath-sheba pops up*) he noticed a beautiful woman bathing in the moonlight. After watching for a moment, he called for a servant.

**DAVID:** Servant! (*The messenger/servant appears.*) Find out the name of that beautiful woman! Find out who she is.

**SERVANT:** Yes, my king. (*Servant disappears. Bath-sheba also disappears.*)

**SERVANT:** (*reappears in front of the king.*) She is Bath-sheba, the wife of Uriah!

**DAVID:** Oh yes, Uriah, one of our great soldiers. Hmm... he is away at war. Bring her to me.

**SERVANT:** Yes, my king. (*Servant disappears, reappears with Bath-sheba.*) Here is the woman you sent for.

**DAVID:** Servant, you may leave now.

**SHEBA:** My King, why did you call for me?

**DAVID:** I want you to come with me. (*Both Bath-sheba and David disappear.*)

**NARRATOR:** And King David took her into his bedroom and slept with her. When Bath-sheba returned home, she found out she was pregnant. She sent David a message to inform him. Immediately David went into action. He had to find a way for it to look as though Bath-sheba's baby was Uriah's, her husband.

(*DAVID and URIAH appear.*)

**URIAH:** My King, you have called me from the battlefield. How can I serve you?

**DAVID:** I've been concerned about you and the army. I want you to take some time off, go spend time with your wife. Relax a little bit.

(*URIAH disappears.*)

**NARRATOR:** So Uriah left the King, but being loyal to the army, he did not go see his wife. Instead he spent the night with other servants from the palace.

(*URIAH reappears.*)

**DAVID:** Uriah — why did you not go home with your wife last night?

**URIAH:** My King, I couldn't! Not with all the other men sleeping out on the battlefield! I couldn't go home to the comforts of my wife!

**NARRATOR:** That night, David had Uriah stay at the palace. (*The puppets move back and forth as though they're partying.*) Even after getting Uriah drunk, he still refused to go home and see his wife. Instead, he slept at the palace. (*URIAH lays down and DAVID disappears.*) Finally, David (*DAVID reappears*) sent him back to the battlefield with a letter to Joab, the army general. (*JOAB appears at the other* **NARRATOR:** *end of the stage. URIAH carries a "letter" to him.*) The letter ordered Joab to put Uriah on the very front of the battlefield, then pull all the other troops away from him so that he would be killed. King David's plan worked, and Uriah was killed. (*SOLDIERS appear and fight URIAH. URIAH dies.*) When Bath-sheba heard word that her husband was killed (*BATH-SHEBA appears*), she mourned for him. (*BATH-SHEBA makes crying noises.*) Then, after a period of time, King David had her brought to the palace (*DAVID appears beside BATH-SHEBA*) and she became one of his wives. (*DAVID and BATH-SHEBA walk across the stage together and then disappear.*) But the Lord was very displeased with what David had done.

### Discussion Questions

1. How did King David first notice Bath-sheba? He saw her bathing while he was walking late at night.
2. What did David's messenger find out about her? She was married to Uriah, a soldier in Israel's army.
3. After they committed adultery, what happened that was going to make their sin public? Bath-sheba became pregnant with David's child.
4. When David's plan to get Uriah to sleep with his wife didn't work, what did he order? Uriah was sent to the frontlines to be killed.
5. After Uriah was killed, what did David do? Had Bath-sheba brought to the palace and married her.
6. How did God feel about what David did? He was very displeased.
7. How do you think David felt after he'd had time to think about his actions? How would you have felt? **The Bible tells us that David did not repent for his sins right away. So, God sent the prophet Nathan to confront him. At that point, David finally repented. He was devastated in his heart about what he had done. Let's look at Psalm 51 and read the prayer that David prayed to God about his sin.** (Have the children look up and read Psalm 51:1-6.)
8. Now how did David feel about his sins? He was very sorry, he was haunted by his sin, he prayed for God to take away the stain of his sin.
9. How do family members feel when people break this commandment? What usually happens to the family?
10. Looking back over the story, what things could David have done differently to keep from committing adultery? He could've chosen not to keep looking at Bath-sheba while she bathed, could've not sent for her, could've not slept with her. He could have come clean as soon as they did commit adultery and asked for forgiveness instead of killing Uriah.
11. What can you do, once you're married, to keep from committing adultery? Watch how much time you spend with members of the opposite sex, don't be better friends with anyone of the opposite sex than you are with your spouse, don't spend time alone with members of the opposite sex, have accountability partners, be in church where the truth is being taught

Close in prayer, asking God to make us people worthy of the promise of marriage.

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## TEN COMMANDMENTS — “YOU SHALL NOT COMMIT ADULTERY”: WEEK 7

### MEMORY VERSE GAME

“You shall not commit adultery.”

Exodus 20:14

#### Explanation of the Verse

This commandment was given to preserve the fundamental building block of society, the bond of marriage. The vow of marriage is made to God and to the person you are committing to for life, so when this bond is broken it hurts your relationship with your mate and God. This bond should be broken under absolutely no circumstances.

#### TEACHING THE VERSE

- Read the scripture to the children.
- Teach two of the actions from below at a time.
- Each time you teach two new actions, start at the beginning again. This is so that the children do not forget the previous actions.
- Do this until you have completed the verse.
- Then, do it two more times as a group.
- If you have the time, separate the children into two groups and see who does the best job reciting the verse.

#### MOTIONS TO THE VERSE

- You:** point to yourself (explain to them that they must do this because these are the instructions God has given to us.)
- shall not:** shake your head no and shake your finger no
- commit :** clap your hands
- adultery. :** act as if you are taking a ring off and throwing it away (explain to the children that the wedding ring is a symbol of the vows that you made as a couple and the promise you made to God and when you commit adultery you are in effect throwing that away.)



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## TEN COMMANDMENTS — “YOU SHALL NOT COMMIT ADULTERY”: WEEK 7

### READ ALOUD

#### “Water of Youth”

by Rudolf Baumbach

*The Moral Compass*, page 581

**Summary:** This is a story of a young couple who desires to always stay in love and never grow old. The couple finds a well that is said to contain the water of youth, but will only work if the couple continues to love each other. The couple has children and each partner at one point breaks the glass jar that contains the “magic” water and doesn’t tell the other. They begin to grow old but neither will admit it because they will have to admit that they broke the glass jar. Finally, when their children have left home and they are very old, they see the same well and a little woman tells them that if they jump into the well, they will become young again. They admit to each other that they broke the jar and happily decide that they like being old and they don’t want to be young again. What we want the children to see is that it is not staying young and beautiful that keeps couples together it is continuing to love each other.

#### Pre-Reading Questions

1. Have you ever seen an older couple who seem to be still in love with each other? How do you think people stay in love that long? They have to make a commitment to love that person for who they are.
2. This week we are learning about how the Bible tells us, “Not to commit adultery.” How do you think it would hurt a marriage if one person committed adultery? It would be hard to trust that person, you would wonder if they really loved you anymore, you would be worried if they would do it again.

**Today we are going to read a story about a couple who stayed in love with each other for a long time. Listen for some things that they did to stay in love.**

#### Post Reading Questions:

1. What do you think kept this couple together? They looked for the good in each other, they did not point out the things that were bad in each other, they tried their best to make the other person happy
2. Do you think this couple would have committed adultery? We don’t know for sure but from the way this story sounds they were pretty focus on each other and it would be hard for another person to come between them.

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## TEN COMMANDMENTS — “YOU SHALL NOT COMMIT ADULTERY” RECREATION

### DAY ONE

#### Pairs Relay

**Materials:** None

**Object:** To be the first team to have all its pairs return home first.

**Set Up:** Each team divides into pairs, facing one another and holding hands.

**To Play:** The first pair runs from the starting point to the opposite end with one player (#1) running backwards pulling his/her partner (#2). They then return to the start point with #2 pulling #1. Then, the second pair sets off. The team to have all its pairs return home first wins.

#### Wheelbarrow Races

**Materials:** none

**Object:** To be the first team with all their players who have gone down and back with their partners.

**Set Up:** Separate your children into two teams. Within each team have them pair up so that they will have a partner for the wheelbarrow races. Try to match children by age because they both will have to hold the other's legs at some point. Show them how to make a wheelbarrow with their partner by explaining that one partner will hold the legs of the other and run while the one whose legs are being held runs on his hands. Give the teams a chance to try being wheelbarrows.

**To Play:** Start the race with the first pair on each team going first. Have the pair run down to a marked place about 20 feet away and switch the person who is on their hands and the one who is carrying their legs. The winning team is team who has all their pairs go down and back and are seated in the right place first.

### DISCUSSION

Watch to see what children are really working together as a team or who may be frustrated with the partner and want to change partners.

1. Did anyone get frustrated with their partner during the game? Why?
2. **Why is sometimes hard to work with someone else?** Because they don't want to do things your way, they have their own way of doing things, they don't want to cooperate
3. What are some things you can do when you are frustrated with your partner?

Ask them what you could do better, try to listen to them, encourage them when they are doing well instead of complaining!

Working together as a team can be hard work sometimes just like it can being married. We have to committed to that one person to work things out even when you might feel like giving up!

### DAY TWO

#### Show Your Ticket, Please!

**Materials:** a 3x5 card for each player with the names of places on them. (There must be at least two cards with each place on it) and a list of all of the places for the conductor.

**Object:** To be able to find a chair whenever the conductor calls the place on your card.

**Set Up:** Have all of the children sit in a chair in a circle. Give each child a 3x5 card with a place on it. (You might want to draw a picture on it to for very young children or non-readers.) Chose on player to be the Conductor. They should not have a chair. Give the conductor a card of their own so when they are not the conductor they will be able to play as well.

**To Play:** The conductor stands in the middle of the circle with the list of places. The conductor calls out one of the places on the list. There should be two people who have this place on their card. These two people have to get up and switch places before the conductor can get their chair. If the conductor sits in a chair before the other person with the ticket, the person left standing becomes the conductor.

**Hint:** If you have a problem with some children always wanting to be the conductor, give them each three S.A.Y. Yes!® dollars at the beginning of the game. Tell them that every time that they have to be the conductor, except the person who starts by being the conductor, has to pay a dollar. If they don't ever become conductor, they can keep that money as a bonus for their recreation time on that day. If they loose all three dollars, they need to sit out of the game. If you want to divide the younger children and older children for this game you can. For the younger children instead of giving them cards with places on them, you might want to give them pictures of animals or even letters of the alphabet. The game is over when the time is up.

## DISCUSSION

Watch to see which children are only out for themselves or are they trying to help the other person who has the same place on their card?

1. When you figured out the person who had the same place as you did, did this help you any in the game how? If you worked with that person, you could both get a seat and the conductor would still be left standing.
2. If there was only two people who stood up and two people to find a seat it would have worked fine, but when the conductor tried to sit down, someone else was out of a seat. How did you feel when the conductor sat in the seat that you were trying to get to?
3. How did you feel when you saw your partner loose their seat to the conductor?

In marriage we have one partner, we have to remember that when someone else comes in between the partner it throws everything off!

## DAY THREE

Shoe Scramble

**Materials:** None

**Object:** To be the first team to have all it's shoes back on, laced, buckled, etc.

**Set Up:** Divide players into their teams. Have all players remove their shoes and place them in one big pile. Mix up the pile, make sure no shoes are tied together, place the pile an equal distance from all the teams.

**To Play:** When the counselor says, "Go," the first player from each team runs to the pile, finds his shoes and returns to his team tagging the next player. The second player runs to the pile and finds his shoes, returning to tag the third player. The next player may go before the first player has his shoes completely on and tied. Every player must have his shoes on and tied before the team is declared a winner.

## DISCUSSION

Watch to see what children are helping their teammates find their shoes or if they are only looking for their own.

1. What was the first shoe you were looking for when you got to the pile? Why? You looked for your first because you wanted to win.
2. Did anyone get hurt because someone else was trying so hard to win?

3. If you really wanted your team to win, what should you have been trying your best to do? Why?  
Look for your teammates shoes because when you think of others first you can win faster!

In marriage, there are many times when we have to think of the other person first. When we are focused on their needs instead of our own, we have more joy that we might have in the past when we focus on ourselves.

Day Four

Free Play

**Materials:** All the fun play equipment that you have

**Object:** To give the children free time to do what they want and to see how they respond under pressure with their character.

**Set Up:** Today, let the students have fun playing whatever they want to play.

**To Play:** Feel free to play with them, but allow them to guide you and help you know how to carry out the rules that they have set. Give them the freedom to choose the games and enforce the rules as they think that they should. Don't allow them to look to you to solve all their problems with rules and players obeying them. Try to let them make decisions and find out the consequences of them.

#### DISCUSSION

Watch to see what children are the ones want to play their own game and which ones want to include others as a team.

1. Did anyone play a game today that required a team?
2. Do you think that sometimes it is hard to get a team organized? Why?
3. **Why is it that you think people are always wanting to do their own thing?** *Because we think of ourselves first and we want to please ourselves and not other people.*

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## TEN COMMANDMENTS — “YOU SHALL NOT STEAL”: WEEK 8 BIBLE CLUB

**LESSON AIM:** To help the child understand that God commands us not to steal, no matter how small the item.

**SCRIPTURE:** Joshua 7

**MEMORY VERSE:** “You shall not steal.” Exodus 20:15

### Hook

Before the kids arrive, plant 30-50 S.A.Y. Yes!® dollars (depending upon how many kids attend your center) in various places around the center. Plant some dollars out in the open — on the floor under the table, around the sign-in sheets, on the ground as they enter the center, etc. Plant some dollars in less obvious places — on the floor in the bathroom, in the library or computer room, etc. Plant all dollars in areas that the kids will enter before Bible Club, and in places where some other child could’ve accidentally dropped them. Don’t place any dollars in places where it’d be obvious that the staff planted them (i.e. taped to the wall). Be sure to note the exact number of dollars planted. As the kids move through their “before-Bible-Club” activities, watch to see whether kids spotting tickets will ignore them, turn them in, or keep them for themselves. **OPTIONAL:** You could assign staff to plant a number of tickets in a certain area and stay in that area to observe exactly what happens. Just don’t be obvious!! They could then report those observations to the kids later. Be sure to praise kids who turn in tickets for being so honest. **OPTIONAL:** Write down the names of these kids (discreetly — you don’t want to give away what’s going on) and reward them publicly with the equal amount of tickets at the end of the day. At the end of the day, be sure to pick up any tickets that were not found and left behind.

### DEBRIEF

Debrief with children in their classrooms.

Today before you all arrived, the staff did something very sneaky! We planted 50 (insert appropriate number) dollars all over the center so that you all would be able to find them. Then we watched to see who would turn the dollars in and who would keep the dollars for themselves.

1. Who all found a dollar today?
2. How many of you turned in the dollars you found? How did you feel when you first saw the dollars? Was it hard to decide to turn the dollars in?
3. How many of you kept the dollars you found? What went through your mind when you first saw them? Did you think about turning them in? What made you decide not to?

Today’s commandment is Exodus 20:15, “You shall not steal.” Anytime you take or keep something that is not rightfully yours, you have stolen.

Some of the children might not have realized that keeping the tickets they found was stealing. They might have just taken the “Wow — how lucky I am!” perspective. After the DEBRIEF questions, be sure to give everyone a chance to turn in tickets that they’ve kept. Explain that when you’ve taken something and you realize that’s wrong, you should always “make restitution” (explain restitution) and ask that person’s forgiveness. Give them a chance to turn in their “hot” tickets and ask your forgiveness.

MORE

Let's look at a story in the Bible that shows how God feels about stealing.

Storytime

This week utilizes the "echo" storytelling method.

- Have all the children stand.
- The teacher leading the group tells the story **dramatically** phrase by phrase (typed in bold below).
- The teacher preforms the action (in parantheses following the phrases) as he/she dramatically reads the phrase.
- **The children then repeat the phrase and the action.**
- Then the teacher reads the next phrase, and so on.

#### THE SIN OF ACHAN

**Joshua was God's man,** (point to self with thumb and puff out chest)

**the head of Israel's army.** (salute)

**Joshua and his army** (march in place)

**conquered the big city of Jericho.** (spread your arms out wide)

**Joshua and his army were very happy!** (raise your fists above your head in victory)

**But God was not happy.** (cross your arms and frown)

**God had told the soldiers,** (point finger at each child)

**"When you conquer Jericho..."** (march in place)

**"destroy all their possessions!"** (pound one fist into your other palm)

**"Don't keep anything for yourself!"** (put fist on your chest, then place other hand on top of it)

**"If you disobey me..."** (point finger at each child)

**"disaster will fall on your whole country."** (place hands over head and slam down forward)

**Now a soldier named Achan** (widen your eyes and look at each child)

**had disobeyed God.** (fold your arms across your chest and tilt head back)

**So God let a little country** (put your thumb and forefinger together, indicating small)

**defeat the big army of Israel,** (hold your arms far apart, indicating big)

**and many people died.** (close your eyes, lean your head forward to the side)

**The army was paralyzed with fear.** (hug yourself and tremble)

**Joshua cried out to God,** (get down on your knees)

**"God, what happened?!"** (lift your face and hands heavenward)

**And God answered.** (stand back up tall)

**"Someone stole when I said not to..."** (grab the air with your left fist, draw it to your chest, then look about sneakily)

**"then they lied..."** (put your fingers over your lips and raise your eyebrows)

**"and hid the goods.** (put your right hand behind your back)

**"Tell all the people..."** (point finger in front of you and move it back and forth widely)

**"that you must rid yourself of this thief..."** (stick up your thumb and throw it over your shoulder, symbolizing "you're out")

**or I won't be with you anymore!"** turn your face to the side and put your palms in front of your face)

**The next morning all the tribes stepped out** (step forward)

**and God pointed out Achan.** (point angrily to one of the stu

**Achan was the guilty one.** (hang your head in shame)

**So Joshua commanded Achan,** (put your hands on your hips and frown)

**"Confess what you've done."** (continue to frown)

**So Achan confessed,** (hang your head in shame)

**"I've sinned against God..."** (shake your head in shame)

**"I stole a robe..."** (act like you're putting on a robe)

**"some silver and gold.** (cup your hands together)

**Then I hid them in the ground** (pat the ground)

**below my tent.** (trace a triangle in the air, representing the tent)

**So Joshua's men ran to Achan's tent** (run in place)

**and dug up all the goods** (act like your shoveling dirt)

**and brought them to Joshua.** (put your palms out in front, like you're offering something)

**When they took Achan and his family** (act like you're dragging something behind you)

**and stoned them to death** (act like you're throwing stones)

**and burned all of their belongings.** (act like you're striking a match on your palm and throwing it in front of you)

**And the fierce anger of the Lord** (clench your fists in front of you and look angry)

**was ended.** (drop your hands to your side, stop looking angry)

### DISCUSSION QUESTIONS

1. What did God command to Joshua and the army?(to destroy all of the possessions in Jericho, not to keep anything for themselves)
2. Who disobeyed the command?(Achan)
3. What did he do?(took a robe, gold, and silver, hid them all underground)
4. How did Joshua know God was angry with them?(a little country defeated their army, many soldiers died)
5. What did God say Joshua had to do in order for God not to be mad any longer?(get rid of the sin, the thief among them.)
6. What did Joshua and the people do with Achan and his family?(stoned them to death, burned all their possessions)
7. How did God feel about Achan's sin?(He was very, very angry.)
8. How do we know how angry God was?(He said if they didn't get rid of Achan, He couldn't be with them anymore.)
9. How does this story make you feel? Is it a happy story?
10. How do you feel toward God when you find out that He wanted Achan and his family killed?

God told had Achan killed because God can't have sin in his presence. Someone has to take the sin away. This story takes place in the Old Testament. In the New Testament, Somebody new came on the scene and changed everything...

11. Today, who takes our sin away so that we can be friends with God? (Jesus)
12. If Jesus hadn't died for us, who would have to pay for our sin?(We would.)
13. Does God still get angry about sin? (Yes, but He poured out all his anger on Jesus.)

Have the children look up and read Romans 3:25.

God feels just as strongly about sin today as He did in the Old Testament. The difference is, Jesus has taken all of God's punishment for our sins, so we don't have to die like Achan. God still can't be around sin, but Jesus' forgiveness washes us clean, so we can have a relationship with God. When Jesus comes into our lives and forgives us, we have the power to not steal or commit other sins.

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## TEN COMMANDMENTS — “YOU SHALL NOT STEAL.” : WEEK 8 MEMORY VERSE GAME

“*You shall not steal.*”    *Exodus 20:15*

### Explanation of the Verse

This commandment is given so that we could learn to respect other people’s property. This is one of the elements that leads to a community where a sense of safety and trust are built. This commandment is very closely related to the tenth commandment that says to not covet.

### TEACHING THE VERSE

- Read the scripture to the children.
- Teach two of the actions from below at a time.
- Each time you teach two new actions, start at the beginning again. This is so that the children do not forget the previous actions.
- Do this until you have completed the verse.
- Then, do it two more times as a group.
- If you have the time, separate the children into two groups and see who does the best job reciting the verse.

### MOTIONS TO THE VERSE

- You:**            point to yourself (explain to them that they must do this because these are the instructions God has given to us.)
- shall not:**    shake your head no and shake your finger no
- steal. :**        act like you are grabbing something and putting it in your pocket as quickly as you can while you look around to make sure no one sees you!



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## TEN COMMANDMENTS — “YOU SHALL NOT STEAL.” READ ALOUD: WEEK 8

### “How Robin Hood Met Little John”

adapted from Henry Gilbert

*The Book of Virtues*, page 308

**Summary:** This is a story of how Robin Hood meets Little John. The story of Robin Hood is a classic tale of a “hero” who steals from the rich to give to the poor. The legend has been glorified to make it seem as if what Robin Hood does is something that any little boy could dream of doing someday. What we want the children to see is that no matter how noble your cause, stealing is something that the Bible tells us not to do and we must obey God’s law above all others.

#### Pre-Reading Questions:

1. Have you ever known anyone at school or around your neighborhood who was popular or well liked because they were good at stealing something?
2. Do you think that if you had a reason that was good enough that stealing would be okay? Why or why not?

The story we are going to read today is about two people who were famous because they have stolen money. Everyone, except the people that they had stolen from, thought that they were like heroes. Listen to the story and see what you think.

#### Post Reading Questions:

1. Why was it that Robin Hood liked to steal from the rich? He stole the money that the rich had stolen from the poor.
2. When you read the Ten Commandments does it say, “You shall not steal, except if they have stolen from you.”? So do you think there is a reason that could make stealing right? *No!*
3. Do you think it was wise for people to be proud of Robin Hood and what he and his men did? Do you think there could have been a better way to help the poor? What could he have done?

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## TEN COMMANDMENTS — “YOU SHALL NOT STEAL: WEEK 8 CRAFT

NOTE: This week’s Practical Living requires every child to have a banking box, so this craft needs to be done before Practical Living.

### BANKING BOX

**Materials:** one shoe box with lid per child, pieces of cardboard or large index cards, masking tape, bright construction or writing paper, scissors, glue, markers

#### Before Craft:

- Gather a shoebox with a lid for each student.
- Make two cardboard dividers per shoebox. Either cut cardboard down to match the width of the shoebox or tape index cards together to gain the proper width.

#### During Craft:

- Pass out a shoebox and lid to each child.
- Have the children use masking tape to stand the cardboard dividers inside the box. The dividers should be placed across, so that the box will end up being divided into three equal compartments.
- Have them use wrapping or construction paper to decorate the outside of the box.
- Have them cut three “labels” — each small enough to fit inside one of the compartments.
- Have them write “Tithing” on one label.
- Have them write “Saving” on one label.
- Have them write “Spending” on one label.
- Have them tape one label on the side of each compartment.
- Make sure their name is somewhere on the box. (They may not want to “advertise” that it’s a money box on the outside.)
- Allow them to decorate the inside if there’s time.

KEEP THE BOX IN THE CLASSROOMS BECAUSE THEY WILL NEED THEM LATER ON IN THE WEEK FOR PRACTICAL LIVING.

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## TEN COMMANDMENTS — “YOU SHALL NOT STEAL.” RECREATION: WEEK 8 DAY ONE

Steal The Bacon

**Materials:** *something to use as the “bacon”*

**Object:** To have the most points scored by your team at the end of the time.

**Set Up:** Have the students break into their two teams. Each team forms a line facing each other. Number each team, start the numbering from the opposite ends. Try to match students age wise as much as possible.

1 - 2 - 3 - 4 - 5 - 6 - 7 - 8 - 9 - 10

bacon

1 - 2 - 3 - 4 - 5 - 6 - 7 - 8 - 9 - 10

The “bacon” (rag, chalk eraser, twig, etc..) is laid in the center between the two teams.

**To Play:** The leader calls out a number. The two players with that number run to the center and try to grab the “bacon” However, if you are holding the “bacon” and the opposing player tags you, his team receives the point. If you grab the “bacon” and are able to make it back to your line without being tagged your team wins a point. Players may pick up the “bacon” and drop it if they think they are going to be tagged. The “bacon” may be kicked or tossed, **BUT it must be carried across the line.**

### DISCUSSION

Watch to see which children get the most upset when their teammates don’t score a point? Did you notice any players who were trying to cheat?

1. Why do you think this game is called, “Steal the Bacon”? *Because you are trying to get the object before the other person.*
2. What does the Bible tell us about stealing? That we should not do it!
3. Do you think that there is a time when it is okay to steal, like if it doesn’t cost very much or if the person you are stealing from could afford to buy another one? No, there is no reason why we can steal.
4. Are there times when you are tempted to steal? What should you do? *You should get out of the situation, repeat your memory verse in your mind and remember that God is with you and can help you to do the right thing.*

### DAY TWO

Musical Spoons

**Materials:** *Spoons, music, and tape player*

**Object:** To be the last one with a spoon when the music stops.

**Set Up:** Gather spoons for the game. You will need one less than the number of children playing.

- Place the spoons into a large circle.

**To Play:** Have the children walk around the circle of spoons as the music is playing. When you stop the music, they must grab a spoon. The person who is without a spoon is out of the game. Take one spoon away and repeat above steps. The last person with a spoons wins.

#### DISCUSSION

Watch to see which children are trying to get a spoon from someone else when the game is over or who is willing to admit that they are out?

1. Was it tempting to steal during this game? Why?
2. How did you feel you were left at the end of the game with no spoon? What happened when two people were holding the spoon at the end of the game? What did you do?
3. How could you honor God in this game? By not trying to steal a spoon from someone else when you know they got to it first!

#### DAY THREE

Balloon Basketball

**Materials:** balloons, two low chairs

**Object:** To score the most for your team by getting the balloon into the basket before the time is up.

**Set Up:** This game can get pretty wild so you might want to divide your two large teams into smaller teams. Have a smaller team of each group play each other and the rest of the team members can cheer for their team mates. Place two chairs at opposite ends of the room. A child from each team is chosen to be the “basket” and stands on the chair at his team’s goal.

**To Play:** The leader, in the center of the room, throws the balloon up into the air. The players begin batting the balloon towards their goal. They want to get the balloon to their “basket,” who will then stomp on it and burst it.

- *It is not a goal until the balloon is burst.*
- Having the person who is the basket stomp on it adds to the excitement because the balloon will pop out of his/her hands and it gives the other team a chance to retrieve it if it slips away from them.
- **The goalie cannot be touched!** If he has the balloon they cannot try to get it from him. If they do, they may need to sit out of the game for a while.
- If other students are waiting to play, you might want to set a time limit for each team to play. You can either keep the score a running score or start a new game each time.

#### DISCUSSION

Watch to see which children are trying to get the ball from the goalie when they shouldn’t or which children are obeying the rules without having to be reminded in this game.

1. Was there any time in this game that you were tempted to steal? When? When the goalie had the ball and he or she was trying to pop it.
2. How could you honor God in this game? By obeying the rules and not touching the goalie or trying to steal the bacon away from them.
3. **Are there times at school when you are tempted to steal? What do you do? Do you think God sees you? What does He think about you stealing?**

Day Four

Free Play

**Materials:** All the fun play equipment that you have

**Object:**

To give the children free time to do what they want and to see how they respond under pressure with their character.

**Set Up:** Today, let the students have fun playing whatever they want to play.

**To Play:** Feel free to play with them, but allow them to guide you and help you know how to carry out the rules that they have set. Give them the freedom to choose the games and enforce the rules as they think that they should. Don't allow them to look to you to solve all their problems with rules and players obeying them. Try to let them make decisions and find out the consequences of them.

**DISCUSSION**

Watch to see what children are trying to get the equipment from someone else who is already using it and which children are willing to wait until it is their turn.

1. This week we have been learning about not stealing. Can someone tell me how we can use that in recreation? *By not stealing the equipment from others.*
2. Can someone give me an example of something that they did or saw someone do that showed you that they knew that we are not supposed to steal? Someone could have asked another child for their turn with the equipment instead of just coming and snatching it away from someone else.
3. Why do you think it is important for people who love God not to steal? *Because God doesn't like it and because if other people see Christians stealing that could make them not believe in God or not want to learn about God.*

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## TEN COMMANDMENTS — “YOU SHALL NOT GIVE FALSE TESTIMONY AGAINST YOUR NEIGHBOR.”: WEEK 9 BIBLE CLUB

**LESSON AIM:** To help the child understand that lying is a sin that only hurts us and others.

**SCRIPTURE:** Acts 4:32-35, 5:1-10

**MEMORY VERSE:** “You shall not give false testimony against your neighbor.” Exodus 20:15

### Hook

If you normally have recreation after Bible Club, you might need to switch them due to nature of this hook. Some amount of unstructured time is needed in order complete the hook. Choose 3-4 of your older, most spiritually mature kids to be in on a conspiracy with you. (Teens would be perfect.) These are your “conspirators.” Evenly divide the remaining kids into 3-4 lists, depending upon the number of conspirators you have. (Since no conspirator should be assigned more than 8 kids, you may need more conspirators if you have more than 30 kids.) Give each conspirator their list of kids. Emphasize that the list is to remain hidden — they should not openly carry it around. Each conspirator is to pull each of their kids aside, one at a time and privately. They are to explain to each child that they have lost a center library book\*, and do not want to get in trouble. They are then to ask the child to vouch for them to the center director or their teacher that someone from school stole it. They should bribe the child by promising them ten S.A.Y. Yes!® dollars if they follow through. If the child agrees, the conspirator should have the child accompany him to the appropriate adult, tell his story, then have the child back him up. After the discussion is finished, the conspirator should promise to pay up “later.” Make sure that each conspirator is reporting to a different adult so that more than one conspirator does not approach the same adult at the same time, as this would blow their cover. Emphasize to the conspirators that they must keep their mission top secret. At the end of Bible Club, reward each child who chose **not** to lie ten S.A.Y. Yes! dollars.

### EXAMPLE

LaQuita is chosen to be a conspirator. She is given a list with 5 younger students names, including Markisha’s. She approaches Markisha and explains that she’s lost her center library book and doesn’t have the money to replace it. She offers to pay Markisha 10 S.A.Y. Yes!® dollars if Markisha will go with her to tell Mr. Leo, the center director, that someone at school stole it. Markisha agrees and accompanies LaQuita to go talk to Mr. Leo. LaQuita tells Mr. Leo her “situation,” then Markisha backs it up. Mr. Leo pretends to believe her, based on “Markisha’s word.” After walking away, LaQuita tells Markisha that she’ll give the tickets to her later. She then goes off (discreetly) to approach another kid on her list. She continues this until her list is finished.

### DEBRIEF

At the beginning of Bible Club, sit down together within your individual classes.

Today, each of you should have been approached by one of the older kids, asking you to lie for them.

1. How many of you were approached?
2. What did the student ask you to lie about?
3. What did they promise you if you'd lie?
4. How many of you chose to go along with their scheme?
5. What feelings did you experience when they asked you to do it?
6. How did you feel when you lied to Mr.\_\_\_\_\_ for them?
7. Who chose not to lie?
8. Were you tempted to lie and take the dollars?
9. What made you decide not to?
10. How did you feel when you decided not to do it?

**Today, we were doing one of our Bible Club experiments. We wanted you to feel the struggle of having to choose between lying and telling the truth, especially when you would benefit from lying. This week's commandment is found in Exodus 20:16.** Have all the children look it up and read it together.

This command tells us that we are not to bear false witness, which means to lie. Let's look at a Bible story that tells us how seriously God hates the sin of lying.

### Storytime

To preform this silent theater, assign each child strongly a part and read the story aloud. Instruct the children to listen for their character and then preform the described action. (Hints are included to help the children in case they are unsure what to do.)

If you have more children than parts, you can expand the nonessential parts to include as many people as are necessary. If you have too few children to fill all the roles, you can drop the nonessential characters and just read about their characters.

### Essential Parts

ANANIAS, SAPPHIRA, PETER,  
YOUNG MEN (3-4)

### Nonessential Parts

CHRISTIANS & APOSTLES

**It was the first days of the New Testament Church. All the CHRISTIANS were very close. No one was selfish with their possessions, but they all shared everything with each other.** (CHRISTIANS move amongst each other, shaking hands and "sharing" possessions.) **The APOSTLES preached powerful sermons about the resurrection of Jesus** (APOSTLES act as though they're preaching) **and all of the CHRISTIANS enjoyed sweet fellowship together. CHRISTIANS even sold their land and laid it at the feet of the APOSTLES** (CHRISTIANS lay "money" at the APOSTLES' feet). **They used this money so that there would be no poor in the church.**

**Two of the Christians, Ananias his wife SAPPHIRA, sold their property and decided to keep some of the money. They claimed, though, that they were giving all of the money to the church.** (ANANIAS and SAPPHIRA whisper together, then put "money" at the feet of Peter, then nod confidently.)

**PETER had been told by the Holy Spirit that they were lying.** (PETER points finger at ANANIAS and SAPPHIRA and looks angry.) **He pulled ANANIAS aside** (PETER steps to the side with ANANIAS and gestures sternly towards him) **and told him that Satan had filled their hearts.**

He said, "This property was yours to sell as you wish. You could give as much as you wished. But now you claim that you've given more than you have! How could you do such a thing? You haven't lied to us, but to God!!!"

**As soon as ANANIAS heard these words, he dropped to the floor, dead!!** (ANANIAS drops to the floor.) **Everyone was petrified** (all CHRISTIANS look scared). **The YOUNGER MEN came with a sheet, covered him, and carried him away to bury him.** (YOUNG MEN carry ANANIAS away.)

**Then SAPPHIRA came in** (SAPPHIRA steps forward). **Peter asked her, "Did you sell your land for this**

**price?”** (PETER acts as though he’s questioning her, holding out his hands as though there’s money in them.)

**“Yes,” SAPPHIRA answered, “we did.”** (SAPPHIRA nods.)

**“How can you tell such a lie?” PETER asked.** (PETER gestures angrily.) **“Your husband is dead and buried, and you shall be buried, too!”**

**Immediately SAPPHIRA also dropped dead** (SAPPHIRA drops). **Then the YOUNG MEN came and carried her away to bury her** (YOUNG MEN carry her out). **And terror gripped all the CHRISTIANS** (CHRISTIANS look scared and whisper among themselves).

#### Discussion Questions

How did the Christians get along in the New Testament Church? How do we know?

They were very close, spent lots of time together, and shared everything.

Some people even sold their land and did what?

Gave their money to the church.

What did the church do with the money?

Used it to help the poor.

What plot did Ananias and Sapphira come up with?

They sold their land and kept some of the money, but said they were donating all of it to the church.

How do we know that God was very angry at their sin?

He killed them on the spot.

Why do you think that Ananias and Sapphira chose to lie about the money?

What are some times when you feel tempted to lie?

How do you feel when you get caught lying? Can anyone think of an example?

How do you feel when you get away with lying?

When you get away with lying one time, is it harder or easier to lie next time?

Why do you think God gave us this commandment?

When people tell lies, you can’t trust them. When you have no trust, then society falls apart.



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## TEN COMMANDMENTS — “YOU SHALL NOT GIVE FALSE TESTIMONY ABOUT YOUR NEIGHBOR.”: WEEK 9

### MEMORY VERSE GAME

“You shall not give false testimony against your neighbor.” Exodus 20:16

#### Explanation of the Verse

This commandment is given to us so that we can be protected from injury that is not due to us or others. When we lie against one another, we cause them undue pain and we damage their reputation that may take a life time to rebuild.

#### TEACHING THE VERSE

- Read the scripture to the children.
- Teach two of the actions from below at a time.
- Each time you teach two new actions, start at the beginning again. This is so that the children do not forget the previous actions.
- Do this until you have completed the verse.
- Then, do it two more times as a group.
- If you have the time, separate the children into two groups and see who does the best job reciting the verse.

#### MOTIONS TO THE VERSE

- You:** point to yourself (explain to them that they must do this because these are the instructions God has given to us.)
- shall not:** shake your head no and shake your finger no
- give :** hold your hand out as if to give someone some thing
- false :** cross your arms like an “X”
- testimony :** put two fingers to your mouth and move your fingers out as if to speak
- against :** put your fists up as if to fight someone
- your :** point to yourself
- neighbor. :** act like you are putting your arm around someone’s shoulders like a friend

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**TEN COMMANDMENTS — “YOU SHALL NOT GIVE FALSE TESTIMONY  
AGAINST YOUR NEIGHBOR.”: WEEK 9  
PRACTICAL LIVING  
MOCK ELECTION**

**MATERIALS:** materials to make campaign signs for each party, campaign flyers for each party, a ballot for each child

**BEFORE THE ACTIVITY:** Choose two staff or volunteers to be “candidates” for Center President. Study the “platforms” these candidates will run on. Candidate A appeals to the kids on a worldly, flesh level, but does not have their best interest at heart. Their platform is attractive, but somewhat unrealistic (such as soda in the drinking fountain). Candidate A’s slogan is “The Candidate for Kids!” Candidate B’s platform is more “hardline” but better for them, focusing on education and spiritual matters. Candidate B’s slogan is “A Vote for Your Future.” Fill in the flyer template with your candidates’ names. Run off flyers so that every kid can receive one. Blow up and reproduce the flyer (on machine or by hand) so that each candidate can place campaign signs around the center, wear them around their necks, attack them to sticks, etc. Fill in the ballot template with your candidates names. Run off enough ballots so that every child can have one. Hand debate statements to each candidate so they’ll be ready to debate the “issues.”

**RUNNING THE ACTIVITY:** Make sure Practical Living follows some period of unstructured time, such as free Recreation or Snack. During that free period, have your two candidates “campaign.” The candidates should recruit other staff and volunteers to pass out flyers and try to gather “votes.” The candidates themselves should be out among the kids, shaking hands, talking about the issues, carrying a sign, etc. They should also try to gather “votes” by asking, “Can I count on you to vote me in as Center President?” To start off Practical Living, the two candidates should “debate.” The softer candidate should start off by stating each issue of his/her campaign. The “hardline” candidate should then respond by making a rebuttal statement for of the other candidate’s issues, then state his/her own issues. The debate ends by the softer candidate rebutting the other’s issues. The ballots are then passed out to each child. The children vote discreetly, then place their votes in a ballot box. Make sure the kids understand that this is a mock election. In the time that is left, write and discuss the following words, emphasizing the way they relate to each other: **election, party, candidate, platform, campaign, debate, vote, ballot, concede** (i.e., Each candidate runs on a platform.) During Family Time announce the winner. ,Make sure to discuss the importance of each vote and the voter’s need to think through the issues before voting. Remind the kids that this was a mock election and nothing will change. **EXAMPLES OF EVERYTHING NEEDED ARE INCLUDED, BUT YOU MAY CHOOSE TO CHANGE THE PLATFORMS TO BETTER FIT YOUR CENTER. YOU CAN STILL WHITE-OUT THE TEXT AND USE THE FORMS.**

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**TEN COMMANDMENTS — “YOU SHALL NOT GIVE FALSE  
TESTIMONY ABOUT YOUR NEIGHBOR.”: WEEK 9  
READ ALOUD**

“The Boy Who Cried Wolf”

by Aesop

*The Book of Virtues*, page 602

**Summary:** This is the classic tale of a little boy who wanted the attention of others so much that he was willing to lie to get it. He lied so many times that when he did tell the truth no one could believe him. This is what we want the children to see is that telling the truth is something that makes up someone’s reputation. When their reputation has been damaged, it takes a long time to get back.

Pre-Reading Questions:

1. Who are some of the people that you trust? Your parents, staff at the center, close friends...
2. Why do you trust these people? Because they do the things that they say they will, because I know that they care about me and don’t want to hurt me...
3. If someone lied to you all the time, do you think that you would trust them? What if you saw them lying to other people even though you both knew the truth, would you trust them to tell *you* the truth? Why or Why not?

This is a story about a little boy that no one believed even when he was telling the truth. Listen to the story and see if you would trust him.

Post Reading Questions:

1. Would you have trusted the little boy? What was the mistake that the boy made? He lied about something that was very serious and when the very serious problem did come, no one believed him.
2. If you were the little boy and you lived through the experience with the wolf coming and no one helping you because you had lied, what would you do next? Apologize to the people and say you were sorry for laughing at them when they believed you.

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## TEN COMMANDMENTS — “YOU SHALL NOT GIVE FALSE TESTIMONY ABOUT YOUR NEIGHBOR.”: WEEK 9

### RECREATION

Day ONE

Do You Love Your Neighbor?

**Materials:** chairs for all students except one

**Teacher Tip:** This game is like fruit basket upset with a new twist.

**Set Up:** Begin by setting up the chairs in a circle. All the children can have a seat. Choose one student to be “it” first.

**To Play:** The person who is chosen walks up to anyone in the circle and asks them: Do you love your neighbor? They can say either yes or no. (Hopefully more yes than no) If they say yes, then the student who is standing says, “How do you love your neighbor?” The seated student says, “I love all my neighbors with white socks on.” All the people who have white socks on must stand up and move to another chair. The students can make up anything that at least two people have in the circle. If the student says something that only one person has, ask them to think of something else. They can also say things like: I love all my neighbors who:

- \* brushed their teeth this morning
- \* have more than 50 S.A.Y. Yes!® dollars
- \* have eaten a whole pizza by themselves
- \* have two brothers
- \* like black jelly beans
- \* have seen the movie, “Lion King”
- \* have been to S.A.Y. Yes!® every day last week

These are just some examples. The students will get bored fast of things having to do with appearance. Plus, having them think of things in categories is a great critical thinking skill! When the person in the middle asks the person sitting if they love their neighbor and they say, “NO!”, then everyone has to move. (Just like fruit basket upset.)

### DISCUSSION

1. Was there any time today that it might have been hard to tell the truth? When? *Yes, when the question that was asked was embarrassing and you might not have wanted to admit to it.*
2. This week we are learning about not giving false testimony against our neighbor. How do you think remembering that would help us when we played this game? We would remember that God is not pleased when we lie so we would be more honest and tell the truth and that would make the game more fun.
3. How do you think you would feel if someone asked an embarrassing question in this game like, “I love all my neighbors who didn’t brush their teeth this morning” and you were the only one who moved but you knew there were other people who did the same thing but were lying about it? You would feel all alone and you would not be able to trust them about other things.

Telling the truth at all costs will please God but will also help other people trust us with many more things if they know we always tell the truth!

## DAY TWO

Red Light Green Light

**Materials:** none

**Object:** The winner is the first player to touch the leader.

**Set Up:**

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LEADER\*

The leader stands at one end of the room, while the players stand in a line facing the leader at the opposite end of the room

**To Play:** The leader faces the wall with back to players and calls out “GREEN LIGHT.” The players move towards the leader until the leader yells out “RED LIGHT” and quickly turns around. Any players the leader observes moving when he turns around, must return to the start line. The winner is the player who gets to the leader first.

## DISCUSSION

Watch to see if you see any of the children try to sneak up when they are not supposed to be moving or if they are following all the rules that the leader is giving.

1. After you have studied about not giving false testimony this week, did this change the way that you played this game? Why or why not?
2. If you had a chance to be a leader, did you try to always look for the same people to get out or were you honestly looking for anyone who moved? Why was this hard?
3. Is this game harder or easier when you are honest? Why is that?

Day three

Move Ahead, Fall Back

**Materials:** a chair for each child

**Object:** This game is one where everyone wins. It is just a fun game to be honest and have fun with each other.

**Set Up:** Place the chairs in a circle with the seats turned to the inside of the circle. The children sit in the chairs.

**To Play:** An adult asks the questions listed below. The children respond according to the directions. Children will eventually be sitting on top of each other (that’s what makes the game fun!)

Questions

1. Move ahead one seat if you combed your hair this morning.
2. Move ahead two seats if you went to school today.
3. Move back three seats if you didn’t brush your teeth this morning.
4. Move ahead one seat if you got an “A” in reading on your last report card.
5. Move back two seats if you didn’t eat breakfast this morning
6. Move ahead one seat if you’ve eaten a piece of fruit today.
7. Move ahead two seats if you’ve eaten a vegetable today.
8. Move back two seats if you didn’t turn in homework that was due today.
9. Move back five seats if you called someone a name today.
10. Move forward five seats if you forgave someone this week who hurt you.
11. Move ahead four seats if you told your Mom you loved her this morning.
12. Move ahead three seats if you washed your hands before lunch today.
13. Move ahead six seats if you hugged your S.A.Y. Yes!® staff today.

14. Move back three seats if you belched loudly today.
15. Move ahead ten seats if you put a napkin in your lap at lunch today.
16. Move back three seats if you picked your nose today.
17. Move ahead ten seats if you prayed to thank God for your lunch today before you ate.
18. Move back one seat if you didn't respect your teacher today by something that you said.
19. Move ahead eight seats if you read your Bible before bed last night.
20. Move back three seats if you drank a soda yesterday.

### **Make up your own questions to fit the children at your S.A.Y. Yes!® Center**

#### **DISCUSSION:**

1. Was there ever a time in this game when you felt like lying about someone else? When? When you were embarrassed because of some thing that you had to admit to doing, you wanted someone else to be moving with you. That is why you felt like lying.
2. We have been learning about not giving false testimony against your neighbor. Why do you think that would be important in this game? If we lied in this game, how would others be able to trust us and we would not be pleasing to God.
3. How did it feel when you told the truth and people laughed at you? Did it encourage you to tell the truth?
4. If we want other people to tell us the truth, what is something that we can do to encourage them to tell the truth?  
*When they tell us the truth, we shouldn't laugh at them or react to what they say we should try to calmly express to them how we feel.*

#### **DAY FOUR**

##### **Free Play**

**Materials:** all the fun play equipment that you have

**Object:** To give the children a chance to use free playtime to develop the things that they have learned during the organized instruction time.

**Set Up:** Let the children choose from any of the equipment that you have set out for them to use. Let them set up their own games and make their own rules.

**To Play:** Let the children play whatever they want. The staff can play with them, but don't allow the staff to end up organizing the game and the rules. The staff already know how to do this. Let the children try.

#### **DISCUSSION**

Watch the children as they play with each other and see if any of them are telling the truth about their friend or if they are trying to tell lies to get them in trouble with the staff.

1. This week we have been talking about not giving false testimony about our neighbors. Is there anything that you learned that could help you during recreation? When we lie about someone being out or tell someone a lie it doesn't make God happy and it doesn't help other people trust us!
2. Did anyone see any examples today of people telling the truth?

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## TEN COMMANDMENTS — “YOU SHALL NOT COVET.”: WEEK 10 BIBLE CLUB

LESSON AIM: To help the child understand what it means to covet, why we are commanded not to

SCRIPTURE: Genesis 4:112

MEMORY VERSE: “You shall not covet.” Exodus 20:17

### Hook

**Materials:** one 2 lb. bag of Peanut M&Ms®, a small piece or bag of that or similar candy for each child.

Purchase a big bag of Peanut M&Ms, Snickers® bits, or some other candy that’s **very** popular with the kids.

During snack, recreation, or some other - period before Bible Club (preferably when the kids are all together) open the bag and place it in a very prominent place. Throughout the period, the staff should dip into the bag and eat the candy front of the children in an obvious manner. When the children ask if they can have some, tell them that this candy is only for the staff. Watch the candy to make sure no child gets into it on their own.

### DEBRIEF

Discuss these , questions as an entire center or break up into individual groups and come back together. The Storytime will be done with all the kids together.

1. What special snack did the staff get to have today?
2. How many of you like M&Ms?
3. What happens when someone else has something that you like? You want some.
4. And how do you feel when you want something that someone has and they say you can’t have any? Mad, sad, angry, don’t like the person, jealous etc.
5. What might you be tempted to do when you have those feelings? Lie, steal, fight, talk bad about the person, etc.

**The Bible has a special word for wanting something really bad that someone else has.** (Give them a chance to tell you the word if any of them know it. If not, tell them.) **To covet is to want something that someone else has, to be really jealous. Coveting is so dangerous that God wrote the last of the Ten Commandments against it. Today’s commandment is “You shall not covet.”** Have everyone say it together.

Coveting is something God hates because it shows ungratefulness for all God’s blessings. People focus on what others have instead of what God has done for them. Coveting is dangerous because jealous thoughts lead to wrong actions such as stealing, lying, gossip, and sometimes even killing. Listen to a Bible story that tells what one brother did because of his jealousy.

### Storytime

This storytime format is the “roving reporter.” In this format, one staff assumes the role of reporter, and interviews other staff who take on the role of the main characters in the Bible story. This week’s story focuses on Cain and Abel.

**Materials:** a fake microphone, costumes for Adam, Eve, and the reporter, a paper to represent Cain’s statement, a desk and chair for the head anchor.

**Roles:** head anchor, on scene reporter, Adam, Eve, clinical psychologist

**HEAD ANCHOR:** Here at Channel XYZ, we have breaking news just in. According to our sources, there’s been a tragic killing just east of the Garden of Eden. From what we can now tell, Abel, the youngest child of Adam and Eve, has just been found murdered in his brother’s field. As you may remember, Adam and Eve are the original parents of the human race, and from what we understand, Cain, their firstborn, is the number one suspect in this killing. For more we go to \_\_\_\_\_ (fill in name of staff playing the role), our Reporter live on the scene.

**REPORTER:** Thank you \_\_\_\_\_. This is a terrible tragedy indeed and a terrible day for the original family. Currently I’m standing here in front of Adam and Eve’s home. This is what we know so far: Cain, the eldest brother of the deceased, has confessed to the killing. Apparently there had been a dispute between the brothers, and sometime this morning Cain lured Abel into his field, attached him, killed him, and left him there.

**HEAD ANCHOR:** Wow, \_\_\_\_\_. That sounds like premeditated murder, not just another accident. What is the family’s perspective on the murder?

**REPORTER:** I’ve got Adam and Eve standing here now, \_\_\_\_\_. Let’s ask them. (Turning toward Adam and Eve.) Sir, I know this must be a tragic moment for your family. Tell us how you’re feeling.

**ADAM:**(in a state of shock) Devastated. Absolutely devastated.

(Eve is in the background crying.)

**REPORTER:** So this comes as a surprise to you both?

**ADAM:**Well, the boys have always been very different. Cain was a farmer, always working the fields for his fruits and vegetables. Abel, on the other hand, was a livestock man — he really knew how to care for his animals. Lately Cain’s seemed very angry with Abel, angry with the world, but I never thought it’d come to this.

**REPORTER:** Eve, our sources tell us that this killing resulted from a dispute over an offering made to the Lord. Can you tell us anything more about that report?

**EVE:**Yes, yes I can. It was time to bring an offering to the Lord, and both the boys brought their offering, just as we always raised them to. Abel, he brought some fat portions from the firstborn of his flock. You know, the finest sacrifice he could’ve made. Cain, on the other hand, just gathered up some fruit from his field. Well, apparently the Lord wasn’t happy with Cain’s offering, but He was very pleased with Abel’s. He accepted Abel’s offering, but not Cain’s. This made Cain very angry — he doesn’t take well to not being favorite, you see. He was : so jealous of God’s blessing on Abel — he’s been mad about it for several days, as Adam said.

**REPORTER:** And you believe that particular incident led to this murder, that jealousy was the motive?

**EVE:**Yes, I’m afraid so.

**REPORTER:** And where is Cain now, as far as you know?

**EVE:**We haven’t seen him...(she wails in sadness).

**REPORTER:** Well, I thank the two of you for speaking with us today. (Turning back toward the head anchor) That’s the story here, \_\_\_\_\_. I’m \_\_\_\_\_ reporting for Channel XYZ, S.A.Y. Yes!® TV, east of Eden. Now back to you.

**HEAD ANCHOR:** Thank you, \_\_\_\_\_. We’ve actually just received a late-breaking fax. Apparently Cain has just released a public statement. According to that statement, Cain has confessed to the murder of Abel. He acknowledges that he led Abel out into the field with the intent to kill him. He has spoken with God, and God has cursed him for life. He will no longer be able to produce any crops from the land, and feels he is doomed to wander the earth all of his life. That’s the latest news here — we’ll bring you more information during the evening hour. This is \_\_\_\_\_, reporting for Channel XYZ, S.A.Y. Yes!® TV.

### Discussion Questions

1. Who are the main characters in this Bible story and how were they related? Cain and Abel (brothers), their parents Adam and Eve
2. What do we know about the brothers’ relationship before the murder? They were very different — Cain was a fieldsman and Abel worked with livestock.



3. Why was Cain so angry with Abel? He was jealous because God accepted Abel's offering and blessed him, but He did not accept Cain's.
4. What did Cain do as a result of those jealous feelings? Killed his brother.
5. What was God's punishment on Cain? He was cursed for life to not be able to produce any more crops from the field.

In the tenth commandment, God warned people of things that He knew they would covet. (Together, look up and read Exodus 20:17.) This verse shares some things that people covet.

6. What do people covet after today? House, wife, car, clothes, money, education, looks, etc.
7. Who can tell us about a time when you have coveted?
8. How did you feel towards the person who had what you wanted?

All of us sometimes wish for things that we don't have or admire the possessions of others. It is when we get an attitude about things that we don't have and become ungrateful that we displease God. That's why we need a plan to fight against jealous thoughts. We need to focus on good thoughts when we feel jealous of others.

9. What are some good things we can think about when we are tempted to covet? All the blessings God's given us, how He's taken care of us in the past, etc.
10. What should we do when we don't catch ourselves and end up having a jealous attitude towards someone? Confess our wrong thoughts to God, thank Him for forgiveness, thank Him for His goodness to us.
11. What should we do when there is something that we really need? Pray to God and ask Him to provide it, trust that He will.

Ask the kids to share some of their current needs, then give them a chance to thank God for ways that He's taken care of them. Close in prayer, letting them both lift up their needs and their praises.

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## TEN COMMANDMENTS — “YOU SHALL NOT COVET..”: WEEK 10 MEMORY VERSE GAME

*‘You shall not covet...’ Exodus 20:17*

### Explanation of the Verse

This is a general commandment that asks us not to long for, to desire or lust after what was in the possession of someone else. God wants to be the one to provide for all of our needs and our contentment must come from delighting in Him alone for our joy not on the world.

### TEACHING THE VERSE

- Read the scripture to the children.
- Teach two of the actions from below at a time.
- Each time you teach two new actions, start at the beginning again. This is so that the children do not forget the previous actions.
- Do this until you have completed the verse.
- Then, do it two more times as a group.
- If you have the time, separate the children into two groups and see who does the best job reciting the verse.

### MOTIONS TO THE VERSE

- You:** point to yourself (explain to them that they must do this because these are the instructions God has given to us.)
- shall not:** shake your head no and shake your finger no
- covet... :** cross your arm and glare like you are mad or jealous

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## TEN COMMANDMENTS — “YOU SHALL NOT COVET..”: WEEK 10 READ ALOUD

“The Golden Touch”

Adapted from Nathaniel Hawthorne

*The Book of Virtues*, page 63

**Summary:** This is the famous story of King Midas and his love for gold. He loved gold so much that all he could think about was how to get more of it. He didn’t even have time to spend with his daughter because he was so busy counting his gold that was locked in his basement. One day a man appeared and granted him his one wish, that everything that he touched would turn to gold. He thought that would be the best thing in the world until he touched his little girl and she turned into a gold statue. The man returned and told King Midas how to get rid of the gift that he had wanted so desperately. He vowed never again to care about gold so much. What we want the children to see is that money or riches will never replace the relationships that makes life worth living!

Pre-Reading Questions:

1. Have you ever gotten a present or a gift and as soon as you got it started thinking about what you could get next? Do you think that is what you should do when you get a present? What should you do? You should be appreciative of what you have and learn to enjoy what you have already without wishing for more.
2. Do you think you would like it if everything that you touched turned to gold or money? Why or Why not?

The story that we are about to hear is about a man whose wish came true. Everything that he touched became gold. Listen to see if you think you would want this to happen to you.

Post Reading Questions:

1. Do you wish what happened to King Midas could happen to you?
2. Why did King Midas like gold so much? Because he knew it made him rich and powerful
3. Is gold or money something worth living for? Why or why not?
4. If you could talk to King Midas right now, what would you like to tell him that he might need to know? The tenth commandment says you shall not covet! They could tell him many other things as well. (This is an important question because it causes them to think on higher level that just telling you what happened in the story.)

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## TEN COMMANDMENTS — “YOU SHALL NOT COVET..”: WEEK 10 RECREATION

### DAY ONE

#### Obstacle Course Relay

**Materials:**recreation equipment (two of each) hula-hoop, jump rope, basketball, anything really- you can have as many or as few as you like. You don't need more than three or four but have at least two.

**Teaching Tip:** Usually you would play this game where each line has even items. This week, try **making them different** and see what happens. See if they will covet what the other team has!

**Object:**To be the first team to have all of their team members to complete the obstacle course and sit down in their lines.

**Set Up:**Before recreation, choose two or three things that you would like to use in an obstacle course.Each thing that you choose, you should have one for each team to make the game equal.Have them do something with each of the things that you put in the way. For example: Jump rope three times, hula-hoop three times, run around the chair and come back. You could add in some things like bounce a basketball five times, jump over something, using a racket of some kind - bounce the ball in the air twice, if you are playing outside or have a small basketball goal you could have it end with shooting the basketball to make a basket. Whatever you create! This game could be different every time you play! Divide the children into their two teams.Have them start standing in a line. When they return, tell them to sit down in the line, so that you know which children are finished already.

**To Play:**Tell the children that when they are in their lines, they can start.Have one staff person watching each of the team to make sure they are doing each of their “events” along the way.Also the staff person should be available to retrieve any thing that might roll away or get misplaced during the course.The winner is the team that completes the course and is seated in their lines first.

### DISCUSSION

Watch to see which children are focused on how the game is not fair or are they really trying to just play the best that they can?

1. Did you feel jealous at any time during this game? About what?They might feel jealous about the obstacle course the other team had.
2. Do you think that in life everything will be fair or we will always have exactly what the other person has? What should we do when we are faced with situations that don't seem fair?Try to make the best of what we have. Don't waist all of our time and energy focusing on what we don't have and concentrate on what we do have!
3. If your team tried their best and didn't give up, were spirited, won the spirit points for the day, but lost the game, do you think loosing would matter as much? Why?Because you can know you did your best with what you had, plus in this game it winning doesn't mean as much as spirit points do!
4. Do you think other people would notice if you were always trying to make the best of what you had even if it wasn't fair? Would that make them respect you more or less? Is that what you want?

Day Two

Snatch

**Materials:** a variety of items from around the center that are small enough for a child to easily hide it behind their back.

**Object:** To be able to identify what item is missing and who took it.

**Set Up:** Start with about 10 items. Have the children sit either at a table or in a circle on the floor. Set the items up either on the table or on the floor in the middle of the circle. Choose one child to be it and have them leave the room. (They should get a little bit of time to look at the items on the table.)

**To Play:** When the child that is it has left the room, one player should choose something on the table to take and hide either under the table or hide the item behind their back or under their leg, anywhere the child who is it can not see. When the player who is it comes back into the room, they have to tell what item is missing and then guess who has it. Start with a fewer number of items and increase the number to make it more difficult. You might want to divide the children up into smaller groups so that they can all have a chance to try to be it and to hide the item. There is no winner in this game. You can play until the time is up.

## DISCUSSION

Watch to see which children are trying to cheat for their friend and which ones are playing by the rules.

1. Was there ever a time in this game when you felt jealous of someone else? When? Why?
2. When we feel jealous, what are some things that we might do? We might lie to someone, we might steal to get what we want and many other things that we could do that would hurt other people.
3. What have we been learning about being jealous this week? That it doesn't make God happy and we shouldn't do it.
4. What is something good we can do when we feel ourselves getting jealous of someone else? We can remember our memory verse for this week, we can pray God would help us and we can congratulate the other person on what they have.

day three

Lights-Camera-Action

**Materials:** paper bags, collections of odd things for each team

**Object:** To create a skit using the collection of odds-and-ends in the bag.

**Set Up:** Divide into the number of teams that you think would work well. The number of teams will depend on the number of children you have. Make sure there is a mix of older and younger children together. (You can use this as a team game or a non-team game. If you use this as a team game, divide each team into two smaller groups. The winner should be based on participation and teamwork.) Each team is given a paper bag containing a variety of things.

**To Play:** The teams are given 5-6 minutes to concoct a little play including every one of the items in some way.

**Tell them to try to make the skit something about how God commands us not to covet.** Each team gets to perform their skit.

## DISCUSSION

Watch the children to see the way that they come up with different ideas. Are they encouraging of each other or is there one person who is trying to run the show?

1. What were some of the ways that you thought about God's command to not covet involving the objects in the bag?
2. **If you were able to make these skits about God's command to not covet from the things in the bag, do you think you could find other ways to show God's command to not covet to people in your family and around you? What are some of those ideas?** (*Pull something out of the bag and see if they can think of a way to show a family member love from this item.*)

This is a higher level thinking activity. Praise any attempt that they make to encourage them!

## DAY FOUR

### Free Play

**Materials:** all the fun play equipment that you have

**Object:** To give the children a chance to use free playtime to develop the things that they have learned during the organized instruction time.

**Set Up:** Let the children choose from any of the equipment that you have set out for them to use. Let them set up their own games and make their own rules.

**To Play:** Let the children play whatever they want. The staff can play with them, but don't allow the staff to end up organizing the game and the rules. The staff already know how to do this. Let the children try.

### DISCUSSION

Watch the children as they play with each other and see if any of them are exhibiting God's command of not coveting with their peers.

1. Can you tell me some things that you did today to show others that you were following God's command to not covet?
2. Since we have been studying not coveting, what difference do you think it has made in recreation?
3. **Do you think you can keep these same attitudes at school? Why or why not?**