



Teacher Lesson Plans

Bibletime Levels 0-4

C Series

C5 & C6

Bible Educational Services

Registered Charity UK (No 1186004)

BES Mission:

Producing Bible lessons for intermediaries to present the truth of Jesus Christ to the next generation worldwide.

BES Vision:

To reach the next generation with our full curriculum in their own language by developing and supporting a global network of committed partners.

GENERAL INFORMATION

What Bible Educational Services does:

Bible Educational Services (BES) publish "Bibletime", "New Life" and "Gleaners" Bible lessons in English and support Postal Bible Schools and similar organisations using BES lessons in the UK and overseas. We do this by visiting, networking, advising and training. BES is also currently working in partnership with groups in other countries who are involved in translation, design, publishing and distribution of lessons. Lessons must be provided free of charge to all students.

Bibletime lessons were first used in Southern Ireland over 50 years ago. Bible Educational Services maintain editorial responsibility for Bibletime Lessons in English and in all foreign languages. Bibletime lessons have been normally published in an A4 format which enables students in some areas, every four weeks, to send the lessons back to a Bible School Centre for marking. More recently, thanks to Every Home Crusade (Revival Movement) in Belfast, lessons for six months have been published in an A5 format, which has made usage in Churches and Schools much easier, especially where there is no effective postal system.

The BES lessons are unique in that they are prepared with home or group (Church / School) study in mind. They follow a planned syllabus which allows students to continue studying for up to 20 years. Five levels of lessons are available for specific age groups, Pre-school, 5-7's, 8-10's, 11-13's, 14-16's. There is a three-year syllabus for each age group. The age groups may vary according to different levels of ability. The Bibletime Resources allow children the opportunity to study the Bible and reflect on its relevance in the lives of people today.

Printed copies of the lessons are available in English from the BES website www.besweb.com or from the BES Office in Enniskillen. They are also available on the website in other languages. BES has documents which may be helpful to you if you are considering partnering with us, which are also available on the website.

BES Contact Addresses

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LESSON PLANS FOR TEACHERS

Teacher Lesson Plans are produced to equip Teachers using Bibletime lessons with suggestions and ideas for classroom study. In this booklet they are designed for use with Levels 0-4.

Each lesson plan follows the same Bible reference as the Bibletime lesson and are designed to be used on a weekly basis. The April lessons are specific to the Easter story and the December lessons are based on the birth of Jesus at Christmas.

Normally the classroom Teacher will work through the monthly A4 lesson each week with the class. They are free to allow time for independent study if this is appropriate. At the end of the month the Teacher will collect the lesson and do the necessary marking, returning the marked lessons as soon as possible to the pupils.

PREPARATION FOR TEACHERS

Teachers should feel free to use their own ideas and initiatives when using the Bibletime lessons, adapting them as appropriate to their particular pupils. These are suggestions which may help in the use of this Resource:

- **Be familiar with the story** - Teachers should be as familiar as possible with the Bible Story and also with the Bibletime lesson that accompanies it. Ideally, the Bibletime lesson should be completed by the Teacher before the lesson. The Lesson Plans for each lesson should also be carefully considered as a planning aid for the lessons.
- **Understand the lessons to be learned** - At the top of each lesson plan you will notice the words 'We are learning that', followed by some learning intentions. The children will hopefully have grasped these points after listening to the Teacher's presentation and completing the Bibletime lesson.
- **Introduce it** - With all lessons, we start where the children are with their own experience of the situation. We have suggested various ways that might be used to introduce the story to enable the children to be interactive in discussing the starting point of the story.
- **Teach It** - We have given the Key Points in the story. Teachers should not have to refer to these when actually teaching the story, but they are a useful guide. Aim to teach it in an interesting and inspiring way! Help the children to understand the main points by grasping their attention - use the appropriate tone and ask questions to test their learning.
- **Show it** - We appreciate that in some situations, visuals will be very difficult to obtain but wherever possible it is important to focus on pictures or objects to help in the understanding of the story. In most lessons we have given the information about pictures from www.freebibleimages.org (FBI) which are downloadable from their website. These direct links to the story / study are available in Appendix A, B or C at the back of the booklet.
- **Learn It** - There is a Key Verse attached to each story. Hearing and learning these verses should enable pupils to increase their knowledge of Biblical vocabulary.
- **Complete It** - In a school situation you will be aware of the abilities of children to complete worksheets and the amount of Teacher support required. For some, it will be a requirement that the Teacher reads over the text of the lesson as the children follow what is now a familiar narrative. Other children may be able to read the text independently. Whatever the approach, try to make the lesson enjoyable, and remember to praise the pupils' efforts.
- **Review it** - We have suggested possible quizzes, games, art and drama to assist learning, and as a means of revising the story.
- **Live it** - This section carries the heading 'How does the lesson challenge Christians today?' and also some suggestions of possible group work and individual responses to the challenge of the lesson.

Bibletime Syllabus

	LEVEL 0 (Pre-School) LEVEL 1 (Ages 5-7) LEVEL 2 (Ages 8-10)	LEVEL 3 (Ages 11-13)	LEVEL 4 (Ages 14+)
STARTER SERIES	1. Starter Lesson - Intro	1. Starter Lesson - Intro	1. Starter Lesson – Intro
SERIES A	<ol style="list-style-type: none"> 1. Creation 2. Noah 3. Peter 4. Peter - The Cross 5. Abraham 6. Abraham 7. Peter 8. Peter 9. Jacob 10. Early Christians 11. Paul 12. The Christmas Story 	<ol style="list-style-type: none"> 1. Creation 2. Noah 3. Peter 4. Peter - The Cross 5. Peter 6. Abraham 7. Jacob 8. Prayer 9. Paul 10. Paul 11. Paul 12. The Christmas Story 	<ol style="list-style-type: none"> 1. Creation & Fall 2. Early developments - Genesis 3. Peter 4. Peter - The Cross 5. Peter 6. Abraham 7. Jacob 8. The Christian Life 9. Paul 10. Paul 11. Paul 12. The Christmas Story
SERIES B	<ol style="list-style-type: none"> 1. Early Life of Christ 2. Miracles 3. Bethany 4. The Cross 5. Parables 6. Joseph 7. Joseph 8. People Jesus met 9. Moses 10. Moses 11. Moses 12. The Christmas Story 	<ol style="list-style-type: none"> 1. Parables 2. Miracles 3. Bethany 4. The Cross 5. Early Christians 6. Joseph 7. Joseph 8. Gospel Writers 9. Moses 10. Moses 11. Moses 12. The Christmas Story 	<ol style="list-style-type: none"> 1. Parables 2. Miracles 3. Bethany 4. The Cross 5. Early Christians 6. Jacob & his family 7. Joseph 8. Acts 2: 42 - The way ahead 9. Moses 10. Moses 11. The Law 12. The Christmas Story
SERIES C	<ol style="list-style-type: none"> 1. Daniel 2. More Miracles 3. People Jesus met 4. Death of Christ 5. Ruth & Samuel 6. David 7. David 8. Joshua 9. Elijah 10. Elisha 11. Jonah 12. The Christmas Story 	<ol style="list-style-type: none"> 1. Daniel 2. People Jesus met 3. More Miracles 4. Death of Christ 5. Ruth 6. Samuel 7. David 8. Joshua 9. Elijah 10. Elisha 11. Men used by God - OT 12. The Christmas Story 	<ol style="list-style-type: none"> 1. Daniel 2. The sayings of Jesus 3. The Lord's Power 4. Death of Christ 5. Ruth 6. Samuel 7. David 8. Joshua 9. Elijah 10. Elisha 11. More OT Characters 12. The Christmas Story

C5 Story 1
Ruth

	<p>We are learning that:</p> <ul style="list-style-type: none"> • Ruth trusted in God when she made the decision to go back to Bethlehem. • The Bible teaches that God wants everyone to trust in Him. <p>Key Verses: Ruth 1: 16 - 17 Bible Passage: Ruth 1</p>
INTRODUCE IT	<p>Talk about the decisions we make each day and ask the pupils to think of examples. Explain to them that these decisions can impact our lives and others' lives significantly e.g. who we marry, where we live, etc.</p> <p>Today's story includes people who made decisions. Challenge the pupils to listen carefully and count up all the decisions as they are mentioned. Begin by telling them that one of the people in the story made a decision which changed the rest of her life!</p>
TEACH IT	<ul style="list-style-type: none"> • There was a famine (<i>explain what this means</i>) in Bethlehem. A man called Elimelech decided it would be better to take his wife Naomi and two sons, Mahlon and Kilion, to another country called Moab (Ruth 1: 1 – 2). • Sadly, Elimelech died. His two sons grew up and in turn each of them decided to marry a girl from Moab. In a short time, the two young men died! Now there was only Naomi and the two young wives, Orpah and Ruth. <i>Sensitively discuss how the three of them would have felt</i> (Ruth 1: 3 -5). • Soon Naomi decided to go back to her own town of Bethlehem. She set out with Orpah and Ruth who wanted to go too. After a little while, Naomi told them it would be better if they stayed in Moab, their own country. Orpah decided to return home. Ruth, however, would not change her mind. Discuss how this was a "brave" decision for Ruth; she would be a stranger in Bethlehem and didn't know how things would work out. Read her words in Ruth 1: 16-17 and explain how they were her decision to accept a new life among different people. She was also choosing to trust the living and true God whom she had learned about through Naomi (Ruth 1: 5 – 16). • Christians can learn from the example of Ruth. The Bible teaches that God made us and knows what is best for us. He wants us to trust Him and let Him work out His plan for our lives. <p>Complete the Bibletime lesson.</p> <p>Show it: see FBI links in Appendix A – Ruth</p>
LEARN IT	<p>Learn and explain where necessary the Key Verse: Ruth 1: 16. Shorten the verse as necessary.</p>
REMEMBER IT	<p>Use these questions for a quiz:</p> <ol style="list-style-type: none"> 1. Why did Elimelech choose to leave Bethlehem? 2. How many sons had he? 3. How many women set out to go back to Bethlehem? 4. Who turned to go back to Moab? 5. Who continued with Naomi? 6. What was the best part of Ruth's decision? 7. What would be difficult about Ruth's decision? 8. Challenge question: How many decisions are mentioned in the story? (7) Pupils could try to recall what these were.

C5 Story 2
Ruth and Boaz

	<p>We are learning that:</p> <ul style="list-style-type: none"> • God was good to Ruth and worked out His plan for her life. • The Bible teaches that God has a plan for our lives. <p>Key Verse: <i>Ruth 4: 13</i> Bible Passage: <i>Ruth 2 - 4</i></p>
INTRODUCE IT	<p>Review key points of last week’s story. Talk about harvest time. Can you name some crops? Show some pictures/examples. Talk about how these are harvested. In Bible times, there was no machinery. The harvesters or reapers used big knives called sickles to cut the grain. Poor people called gleaners were allowed to follow along behind the reapers and claim any stalks of grain which had been missed.</p>
TEACH IT	<ul style="list-style-type: none"> • When Ruth and Naomi arrived in Bethlehem it was the barley harvest. Ruth wanted to work as a gleaner to provide food for Naomi and herself. <i>Discuss what this would have been like (hard work, not knowing anyone)</i>. Ruth was probably surprised when the owner of the field, a man called Boaz was especially kind to her. He told her to stay in his field with his servant girls and have a drink of water when she got thirsty (Ruth 2: 8 – 9). • Ruth was puzzled about why he would be so kind to a stranger, but Boaz explained that he had already heard about her! <i>Ask the pupils to try to work out what he might have heard about her</i>. Boaz knew that Ruth was trusting in God. God was using Boaz to take care of her (Ruth 2: 10 – 17). Later, Boaz provided lunch for Ruth and also told the men to make sure they left extra corn for her to glean. • Ask the pupils what Ruth would have told Naomi when she went home that evening. Explain that Naomi knew that all of Boaz’s actions were God’s kindness to Ruth (Ruth 2: 18 – 23). • Summarise the end of the story (Ruth 3 and 4) by explaining that God had more good plans for Ruth’s life. Soon she and Boaz were married. Later, Ruth had a baby boy called Obed. Explain that he was the great King David’s grandfather. Talk about how these happy events affected Ruth and Naomi – compare with the past. Help the pupils to see that Ruth’s decision to choose God in Ruth 1: 16 had been the right one. Christians believe that trust in God will bring about His good and perfect plan for their lives. <p>Complete the Bibletime lesson.</p> <p>Show it: see FBI links in Appendix A – Ruth and Boaz.</p>
LEARN IT	<p>Learn and explain where necessary the Key Verse - Romans 8: 28. God used the choices that Ruth made and even the difficult things that happened to her (being a stranger in another country) so that His good plan for her worked out.</p>
REMEMBER IT	<p>Level 1 – Here are some basic True / False recall statements about the story:</p> <ol style="list-style-type: none"> 1. Naomi and Ruth arrived in the Spring time. 2. They both found work to do in the fields. 3. Ruth worked in a field belonging to Boaz. 4. Boaz cared for Ruth by making sure she had food and water. 5. Naomi could not understand why Boaz was being kind to Ruth. 6. Later Boaz married Ruth and they had a baby boy. <p>Level 2 – You could discuss these statements:</p> <ol style="list-style-type: none"> 1. Ruth had an easy time when she came to Bethlehem with Naomi. 2. Good things happened to her by chance. 3. Christians believe that God can use other people to work out His plans for their lives. (Consider the influence of Naomi and Boaz in Ruth’s life.)

C5 Story 3
Hannah prays to God

	<p>We are learning that:</p> <ul style="list-style-type: none"> • God gave Hannah what she prayed for. • The Bible teaches that we should talk to God in prayer. <p>Key Verse: <i>Luke 11: 9</i> Bible Passage: <i>1 Samuel 1: 1 - 20</i></p>
INTRODUCE IT	<p>Talk about prayer – why do people pray? The pupils will have different levels of understanding of what prayer is. Try to steer them away from the idea that it is some kind of wish-list. Christians believe that God is their Heavenly Father and wants to give them what He knows is best for them. Convey the wonder of being able to talk to a living God, knowing He is listening.</p>
TEACH IT	<ul style="list-style-type: none"> • Explain the situation which Hannah found herself in (<i>1 Samuel 1: 1 - 2</i>). • Every year Elkanah took his family on a special trip to a place called Shiloh. Here they could worship God. But this time, Hannah was very upset because Peninnah had tormented her about not having any children. She was crying and did not want to eat. Hannah did the best thing possible. She decided to pray to God. <i>Explain that people who love God like to talk to Him about their worries and problems (1 Samuel 1: 3 – 7).</i> • As Hannah prayed she made a promise to God. If He gave her a son she would give him back to God to serve Him. Someone else was watching! Eli, the priest, could see that Hannah was crying but as he watched her lips moving he couldn't hear any words. Eli thought that she was drunk so he told her off! Hannah explained to Eli that she was very sad and she had been praying to God. <i>Christians believe that we can pray from our hearts like Hannah. We don't even need to speak out loud. God knows what we really mean in our prayers (1 Samuel 1: 9 – 16).</i> • Then Eli said to Hannah, "Go home and don't be upset and may God give you what you have asked Him for." <i>Ask the pupils to predict how Hannah was feeling now and talk about the difference it made when she handed over her problems to God (1 Samuel 1: 17 – 18).</i> • Sometime later God answered Hannah's prayer. She had a baby boy. She called him Samuel which means "asked of God". Hannah did not forget that baby Samuel was the answer to her prayer (<i>1 Samuel 1: 19 – 20</i>). <i>Christians try to remember to thank God for answering their prayers.</i> <p>Complete the Bibletime lesson.</p> <p>Show it: see FBI links in Appendix A – Hannah prays to God.</p>
LEARN IT	<p>Learn and explain where necessary the Key Verse: <i>"Ask and it shall be given you; seek, and you shall find."</i> Explain that these words were said by Jesus. The Bible teaches that God knows what we need and what is good for us. He wants us to ask unselfishly and in faith.</p>
REMEMBER IT	<p>Use these questions for a quiz:</p> <ul style="list-style-type: none"> • Where did Elkanah take his family every year? • Why was Hannah so upset? • What did Hannah not want to do? • What did Hannah decide to do? • What promise did Hannah make to God? • Who saw Hannah praying? • How did Hannah feel after she prayed? • What did she call her baby son?

C5 Story 4
Samuel hears God's call

	<p>We are learning that:</p> <ul style="list-style-type: none"> • Samuel responded when God called him. • Christians have responded to God personally by putting their trust in Him. <p>Key Verse: 1 Samuel 3: 9 Bible Passage: 1 Samuel 1: 21 – 3: 21</p>
INTRODUCE IT	<p>Play a simple “Call and Response” game with the pupils. The leader uses a drum/hand claps to make a variation on a 4/4 rhythm and the class copy it. Children could take turns to be the leader. There are numerous “Call and Response” ideas using words or slogans e.g. leader calls L. I. S. and pupils respond T.E.N!</p>
TEACH IT	<ul style="list-style-type: none"> • Review the promise made by Hannah in last week’s lesson. Explain that when Samuel was still a young boy, Hannah kept her promise. She took Samuel to Shiloh. Again, Hannah prayed to God; this time a prayer of joy about all that God meant to her (1 Samuel 1: 24 – 2: 11). • Little Samuel started to serve God. God had plans for his life. Hannah did not forget about Samuel. Each year when she visited him with her family she brought him a new coat. <i>Talk about what a happy time this would have been for them both.</i> As Samuel grew older, his life pleased God and others who knew him. <i>Christians today aim to please God throughout every stage of their lives too (1 Samuel 2: 18, 21, 26).</i> • One night after Samuel had gone to bed he heard someone calling his name. Samuel thought it was Eli the priest and ran to him. But Eli told Samuel that he hadn’t called him and told him to go back and lie down. <i>Tell how this happened again and help the pupils to imagine how Samuel was feeling.</i> When Samuel heard his name called the third time he again went to Eli but this time Eli realised who had called him. It was God. Eli told Samuel if he heard his name called again he was to answer, “Speak Lord for your servant hears” (1 Samuel 3: 1- 9). • Back in bed, Samuel heard his name called a fourth time. Samuel answered God as Eli had told him to. Up until this point in his life Samuel knew about God but he did not know Him personally. Once Samuel knew God was calling him, he responded in the right way. <i>Draw a parallel with the introductory game.</i> That night God gave Samuel an important message for Eli. It was the first of many messages Samuel received from God (1 Samuel 3: 10 – 21). Samuel became God’s prophet (messenger) and God was with Him. • God knew Samuel by name. The Bible teaches that He knows each of us by name and calls each of us to receive His Son as Saviour. <i>Christians believe that God’s call to us today is most likely not audible, but a prompting of the Holy Spirit in our thoughts, making it clear to us what we need to do. God also speaks to us as we read the Bible.</i> <p>Complete the Bibletime lesson.</p> <p>Show it: see FBI links in Appendix A – Samuel hears God’s call.</p>
LEARN IT	<p>Learn and explain where necessary the Key Verse: 1 Samuel 3: 9</p>
REMEMBER IT	<p>Use these questions for a quiz:</p> <ul style="list-style-type: none"> • Where did Hannah take Samuel to work? • What did she bring him each year? • Who did Samuel’s life please? • Who worked with Samuel? • How many times did God call Samuel? • How did Samuel have to reply to God when he heard him speaking? • What does the Bible say God knows about us today? • What does the Bible say we should do when God calls us?

C6 Story 1
David

	<p>We are learning that:</p> <ul style="list-style-type: none"> • God told Samuel to choose David to be the king of Israel. • The Bible teaches that God is interested in the sort of person we are – not what we look like. <p>Key Verse: 1 Samuel 16: 7 Bible Passage: 1 Samuel 16: 1-13</p>
INTRODUCE IT	Can you keep a secret? <i>Discuss.</i> Samuel was on a secret task for God in our story today. Ask the pupils to describe what they look like - Height, hair colour, shoe size, etc. In today's story, we will learn that the sort of person we are is more important than what we look like.
TEACH IT	<ul style="list-style-type: none"> • Samuel was sent by God on a secret mission to find the next king of Israel. Samuel had been chosen by God as a prophet to tell people what God had to say to them. God was not pleased with Israel's first king, Saul – as he had disobeyed Him (1 Samuel 15: 11). Samuel was upset about Saul but God told him not to be sad. Instead, he was to take a jar of olive oil (<i>show</i>) to a man called Jesse at Bethlehem who had eight sons. Read God's words to Samuel (1 Samuel 16: 1). • Samuel was worried. King Saul was still alive and Samuel was frightened that if he heard Samuel had chosen someone else to be king, Saul would be angry and try to kill him. God told Samuel to find Jesse and his sons and worship God together. He would then be told who to choose as the new king. Samuel obeyed. People who love God should want to obey Him and do what He says in the Bible. • When Samuel arrived at Bethlehem, the city leaders were afraid and asked if he had come to bring bad news. Samuel explained he had come to worship God with Jesse and his sons. He did not tell them he had come to make one of Jesse's sons the new king. He didn't want this information to get back to King Saul (1 Samuel 16: 4-5). • Describe what happens in 1 Samuel: 16: 6-11, emphasising what God tells Samuel in verse 7. The Bible teaches it doesn't matter to God what a person looks like on the outside. Instead, God is interested in the sort of people we are. • David was a healthy young man who spent most of his days in the fresh air looking after his father's sheep. Read aloud what God told Samuel in verse 12. Samuel poured some olive oil over David's head as a sign he would one day become king! God was with David from that day (1 Samuel 16: 13). God knew what sort of a person David was. Although he was the youngest of Jesse's sons, he was chosen as the right person to be the next king of Israel. The Bible teaches that God knows the sort of person we are, too. He doesn't look at our height, hair colour, or if we are good looking. Instead He wants to know if we love Him and His son, Jesus. <p>Complete the Bibletime lesson.</p> <p>Show it: see FBI links in Appendix A – David</p>
LEARN IT	Teach and explain where necessary the Key Verse: 1 Samuel 16: 7 . Choose the last part to teach the younger pupils.
REMEMBER IT	<p>Jumble up visual aids. Ask pupils to put them in the right order and re-tell the story. Say the Key Verse together, or quiz:</p> <ul style="list-style-type: none"> • Who was the first king of Israel? • Who did God choose to find a new king? • Where did God tell Samuel to go? • What 2 things did he have to take with him? • Why was Samuel worried? • Who was Samuel told to find in Bethlehem? • How many sons did Jesse have? • Who was the last son Samuel wanted brought to him? • How did Samuel show that David was to be the new king one day? • What does the Bible say God looks at instead of outward appearance?

C6 Story 2
David prepares to fight

	<p>We are learning that:</p> <ul style="list-style-type: none"> • Saul and the Israelites were terrified of the giant, Goliath. • David was angry that Goliath was making fun of the armies of the living God. <p>Key Verse: 1 Samuel 17: 26 Bible Passage: 1 Samuel 17: 1-31</p>
INTRODUCE IT	<p>Have you taken part in any challenges – a sponsored walk/swim/silence to raise money for your school or a charity? <i>Discuss.</i> In today’s story David faced a very difficult challenge – a giant! Cut 3m (9ft 6ins) from a roll of paper and pin it on the wall. Get the pupils to measure themselves against this - the height of Goliath.</p>
TEACH IT	<ul style="list-style-type: none"> • Israel and King Saul were at war with the Philistines. Remind the pupils that the Israelites were God’s special people and many times in the past He had helped the army to win battles when they trusted in Him. Describe the scene with the Israelite army lined up on one hill and the Philistines on another. The Philistines didn’t love or trust God. Instead of both armies fighting, the Philistines sent out their champion soldier, Goliath, to challenge Israel’s army. Each day he shouted: “Choose one of your men to fight me.” Describe Goliath (verses 4-7). King Saul and his army were terrified. No-one dared fight Goliath (1 Samuel 17: 1-11). • David’s three eldest brothers were fighting in Israel’s army. Recap their names, and how these three eldest sons of Jesse had not been chosen by God to be Israel’s next king. While David was waiting to be made king, he had gone back to look after his father’s sheep. One day, Jesse told David to take some food (bread and cheese) to his brothers fighting in the army. Describe how David arrived just as the armies were lining up for battle and heard Goliath shout his challenge for someone to come out to fight him. The Israelite army ran away in fear. King Saul promised a great reward for the man who would fight Goliath and win! (1 Samuel 17: 25) • David was angry that Goliath was making fun of the Israelite army. He said: “Who is this heathen Philistine to challenge the army of the living God?” David was cross no-one would fight the giant. He knew God would give them the victory and they would be able to kill Goliath. Describe Eliab’s reaction in verse 28. When King Saul heard what David had said, he sent for him (1 Samuel 17: 26-31). • God had promised to look after His people, the Israelites, if they trusted in Him. The Philistines worshipped gods made out of wood and stone, but David trusted the living God. He knew God would give the victory to the person who went out to fight Goliath. Christians love God; they know He is on their side, looking after them. <p>Complete the Bibletime lesson.</p> <p>Show it: see FBI links in Appendix A – David prepares to fight.</p>
LEARN IT	<p>Teach and explain where necessary the Key Verse: 1 Samuel 17: 26. Stress the second part of the verse. Explain heathen – non-Jews who worshipped man-made gods, not the living God.</p>
REMEMBER IT	<p>Ask the pupils to draw pictures of Goliath’s armour and write down his challenge to the army of Israel. Or quiz:</p> <ul style="list-style-type: none"> • Which army was at war with King Saul and the Israelites? • What was the name of their champion soldier? • How tall was he? • Name some pieces of armour he had. • What was his challenge to Israel’s army? • What was David doing while his brothers were in the army? • What job did his father send him to do? • What did David hear Goliath shouting? • Why was David angry about what he heard? • Who sent for David?

C6 Story 3
David and Goliath

	<p>We are learning that:</p> <ul style="list-style-type: none"> • David goes out to fight Goliath and kills him. • God gave David the courage and the victory. <p>Key Verse: 1 Samuel 17: 47 Bible Passage: 1 Samuel 17: 32-51</p>
INTRODUCE IT	<p>Let the pupils recap the story in C6, story 2, from FBI visual aids. Ask the children about things that frighten them. David was not afraid of fighting Goliath because he knew God was with him.</p>
TEACH IT	<ul style="list-style-type: none"> • David stood in front of King Saul. Relate the conversation in verses 32-33. David knew there was no need to be frightened of Goliath because God was on the side of Israel's army. Saul thought David was too young and had not fought as a soldier in an army. But David was used to danger. While looking after his father's sheep, he had successfully fought off lions and bears with God's help. The Bible teaches that it doesn't matter if you are young, God can help you to do important things. Relate what David says in verses 34-37. David had confidence that God would save him from being killed by Goliath. • King Saul agreed that David should go and fight Goliath. Ask the pupils to imagine David trying on Saul's armour and not being able to walk because of its weight. David told the king he couldn't fight in all that armour and took it off. Explain what he did in verse 40. Show five smooth stones in a bag (1 Samuel 17: 38-40). • Describe how Goliath walked towards David and laughed at this young boy without any armour and carrying just a sling. David was not frightened. He knew God was with him. He told Goliath: "I am coming to fight you in the name of the Lord Almighty, the God of the Israelite armies." Recap how the Philistines did not worship the living God, but stone and wooden gods. Summarise what David says in verses 46-47. David made it clear it was not by his power, but by God's power, that Goliath would be defeated. He knew God was on his side (1 Samuel 17: 41-47). • Straightaway, David put his hand into his bag (<i>mime the action</i>), took out one stone and placed it in the sling. He swung the sling around and sent the stone flying off to hit the giant in the middle of his forehead (<i>show</i>). The 3m tall giant fell down. David used Goliath's sword to kill him. When the Philistine army saw their hero, Goliath, was dead, they ran away (1 Samuel 17: 48-51). David trusted God and God had given him and the Israelite army the victory. Time for a cheer! • Explain that we don't have to fight giants. However, the Bible teaches that our enemy is Satan (the devil) who wants us to do wrong things. We have to fight against doing these wrong things in our lives. If we love God and have asked Him to forgive our sin, then He is on our side. If we ask God, He will help us not to do wrong things and to live a life that pleases Him. <p>Complete the Bibletime lesson.</p> <p>Show it: see FBI links in Appendix A – David and Goliath.</p>
LEARN IT	<p>Teach and explain where necessary the Key Verse: 1 Samuel 17: 47. <i>Explain these words were spoken by David to Goliath.</i></p>
REMEMBER IT	<ul style="list-style-type: none"> • Why did King Saul think David was unsuitable to fight Goliath? • Which items of Saul's armour did he give to David? • What did David use instead? • What did David say to Goliath when they met? • How many stones did David use to cause Goliath to fall down? • What did the Philistine army do when they saw Goliath was dead? • Whose power defeated Goliath? • Who does the Bible say is our 'enemy'? • Who will give us the victory not to do wrong things? <p>Sing "Only a Boy Named David" which can be found on YouTube.</p>

C6 Story 4
David – King Saul’s jealousy

	<p>We are learning that:</p> <ul style="list-style-type: none"> • King Saul tried to kill David when he saw how popular he was. • The Bible says that God protected David from King Saul. <p>Key Verse: 1 Samuel 18: 14 Bible Passage: 1 Samuel 18: 1-16</p>
INTRODUCE IT	<p>Ask the pupils for examples of jealousy or provide examples. Talk about how people can be jealous of something someone has or can do. The Bible teaches that jealousy makes people do wrong things. God has made us all different and we should be thankful for what He has given us. (Note C1 Story 3 also deals with jealousy.) Show pictures of tambourines, a lute and a harp from the internet. Ask the pupils to listen out for these musical instruments mentioned in the story.</p>
TEACH IT	<ul style="list-style-type: none"> • David was a hero! After killing the giant Goliath, King Saul was so pleased with David that he went to live with King Saul in his palace. David and the king’s son, Jonathan, became good friends. They made a promise to stay friends for ever. Jonathan gave David some presents (<i>list</i>) to show their friendship was really strong. Talk about friends - It’s good to have friends who stay friends whatever happens (1 Samuel 18: 1-4). • David became an important person in King Saul’s army. Whatever Saul gave him to do, he did it well. His fellow soldiers and the people of Israel were pleased with him. After he killed Goliath, David and King Saul returned to Jerusalem. Women came out into the streets with their tambourines (<i>show, if possible</i>) and lutes. Describe what they sang as they danced (1 Samuel 18: 7). • Who do you think was angry when he saw this? (<i>King Saul</i>) He was jealous of David, so much so that he wanted to kill him. Anger and jealousy causes people to think and do bad things. In the Bible, God has warned us about being jealous of other people (Exodus 20: 17). King Saul looked for an opportunity to kill David. Every day, David played his harp in the palace and usually the music would keep King Saul calm and he would not get cross or angry. But explain what happened the next day when he tried twice to kill David. Saul was afraid of David because he could see that God was looking after him. He saw everything going right for David but not for himself (1 Samuel 18: 8-12). • King Saul sent David off to war in charge of 1,000 men. He thought David would be killed in a battle (<i>see 1 Samuel 18: 17b</i>). But God looked after him and gave him success in everything he did. King Saul became even more jealous and afraid. But the people loved David because he was such a successful army leader (1 Samuel 18: 13-16). • David loved God, and God protected him from harm. One day he would be the next king of Israel. The Bible makes it clear that if we love God and seek to obey what He says, then God will look after us and care for us too. <p>Complete the Bibletime lesson.</p> <p>Show it: see FBI links in Appendix A – David: King Saul’s Jealousy.</p>
LEARN IT	<p>Teach and explain where necessary the Key Verse: 1 Samuel 18: 14.</p>
REMEMBER IT	<ul style="list-style-type: none"> • Where did David go to live after he defeated Goliath? • Who became David’s best friend? • What did the women sing about David? • Who was angry and jealous? • What did Saul try to do with his spear? • Why was Saul afraid of David? • Why did Saul send David off to war? • If we have become a Christian, who loves, protects and cares for us? <p>Using visual aids, ask the pupils to re-tell the story, or act out the story. Use tambourines if you have them or make tambourines with paper plates, cereal and ribbon.</p>

Level 3-4	C5 - LEVEL 3 Lesson 1 – Ruth Topic – Wrong decisions	C5 - LEVEL 4 Study 1 – Ruth Topic – A family away from God
	<p>Bible Focus: <i>Ruth 1: 1-14</i></p> <p>Key Verse: <i>Judges 21: 25</i></p> <p>We are learning that:</p> <ol style="list-style-type: none"> The story in Ruth Chapter 1 involves various people making choices. At times, we all have to make important decisions. Christians should involve God as they make them. Our choices can affect others. 	<p>Bible Focus: <i>Ruth 1: 1-14</i></p> <p>Key Verse: <i>Judges 21: 25</i></p> <p>We are learning that:</p> <ol style="list-style-type: none"> The story in Ruth Chapter 1 involves various people making choices. Our decisions have consequences; Christians believe it is best to ask for God's help in making them.
INTRODUCE IT	<p>In groups or pairs ask pupils to discuss:</p> <ul style="list-style-type: none"> Reasons why people move to live in a new area or country. Difficulties they may have to deal with as they settle in to a new environment. <p>Ideas may be listed or displayed as 'spider' diagrams. Alternatively, if pupils have moved to a new area, they may be prepared to share their experiences.</p>	<p>How important are decisions? Call out examples of decisions and ask pupils to rate their importance by holding up one of three cards: X (not important), ~ (fairly important), ! (very important). Examples: What to eat for lunch, to stay in bed or go to church, what colour of clothes to buy, whether to trust Jesus as Saviour, which subjects to study, whether to report a bullying incident, etc.</p>
COMPLETE IT	<p>Present the Bible Story</p> <p>Discuss and Explain:</p> <ol style="list-style-type: none"> Israel had turned from God; everyone pleased themselves in what they did (Key Verse). As this story unfolds, people make important decisions, some better than others. Elimelech, Naomi, and their sons, Mahlon and Kilion lived in Bethlehem, which meant 'House of Bread', but famine had come to the land. Elimelech decided to take his family to Moab, a country where people worshipped idols. We are not told that he prayed. Should he have trusted God to provide for them in their own land? (1: 1-2) In Moab tragedy strikes, Elimelech dies. Mahlon & Kilion marry Moabite girls, Ruth & Orpah, but Mahlon & Kilion also die (1: 3-5). When Naomi heard that the famine was over she wanted to return to Bethlehem. Her daughters-in-law want to go with her. She appreciates their kindness but begs them to return to their families. Eventually Orpah goes back but Ruth decides to go with Naomi (1: 6-14). Explain why Naomi wanted the girls to return (she could not provide husbands for them and they would be strangers in Bethlehem with no other family). Consider why Orpah eventually decided to go back to Moab and how difficult it would be for Ruth to decide to go to a foreign country. <p>Explain the Key Verse and encourage pupils to learn it.</p> <p>Complete Lesson 1.</p> <p>Show it: see FBI links in Appendix B – Wrong decision</p>	<p>Present the Bible Story</p> <p>Discuss and Explain:</p> <ol style="list-style-type: none"> Context: The time of the Judges, lack of godly leaders, everyone pleased themselves (Key Verse). The reason for a famine crisis in Israel, despite God's promise of a land "flowing with milk and honey" (Deuteronomy 30: 15-20). Elimelech chose to take his family to Moab, a country of idolatry. God is ignored in their plan. Tragedy struck twice; Elimelech died, leaving Naomi a widow. After marrying local girls, Ruth & Orpah, sons Mahlon & Kilion also died before either had children (1: 3-5). Naomi decided to return because now there was food in Bethlehem. She was responsible for her daughters-in-law. She appreciated their kindness to her but realised that she could not provide them with new husbands. Naomi begged them to return to their families. Individual choices were made: Orpah went back, Ruth went on with Naomi (1: 6-14). Explain why Naomi wanted the girls to return, and why Orpah eventually decided to go back to Moab. Consider how difficult it was for Ruth to decide to go to a foreign country. <p>Explain the Key Verse and encourage pupils to learn it.</p> <p>Complete Study 1.</p> <p>Show it: see FBI links in Appendix C – A Family away from God.</p>
REVIEW IT	<p>Ask pupils to write down some choices they will have to make, some during next week, others later in life. Use numbers to put them in order of priority: 1= most important, etc.</p>	<p>In pairs, imagine how a conversation between Ruth and Orpah might have gone as they discuss the pros and cons of going to Bethlehem with Naomi or going back to their families in Moab.</p>
LIVE IT	<p>How does the lesson challenge Christians today? Discuss.</p> <ol style="list-style-type: none"> Discuss how the choices we make have consequences - for ourselves, and for others. Elimelech's decision brought his family to a culture where God was not recognised. Naomi's decision to return meant that Ruth and Orpah had a choice to make. How does God help with decision-making? Christians believe the most important decision in life is our response to Jesus Christ. What do others say? 	<p>How does the lesson challenge Christians today? Discuss.</p> <ol style="list-style-type: none"> The choices we make have consequences - for ourselves, and others. Think about decisions in relation to career, choice of friends, marriage, use of time and money, etc. Read Proverbs 3: 5 & 6 and 14: 12. The Bible teaches that we make the best decisions when we involve God in them. How can we do this?

Level 3-4	C5 - LEVEL 3 Lesson 2 – Ruth Topic –The widows return	C5 - LEVEL 4 Study 2 – Ruth Topic – Naomi returns to God
	<p>Bible Focus: <i>Ruth 1: 14-22 and 2: 1-3</i></p> <p>Key Verses: <i>Ruth 1: 16-17</i></p> <p>We are learning that:</p> <ol style="list-style-type: none"> 1. Love for Naomi and faith in Naomi's God helped Ruth to have the courage to go to live in a new country. 2. Christians have decided to put their trust in God, above all other priorities in their lives. 	<p>Bible Focus: <i>Ruth 1: 15-22</i></p> <p>Key Verses: <i>Ruth 1: 16-17</i></p> <p>We are learning that:</p> <ol style="list-style-type: none"> 1. Love for Naomi and faith in Naomi's God helped Ruth to have the courage to go to live in a new country. 2. Faith in God and commitment to Him enables Christians to make difficult decisions, to step into the unknown. 3. The Bible teaches that loyalty to family and friends and devotion to Jesus are pleasing to God.
INTRODUCE IT	<p>Ask pupils to think of an older person who they really admire. Ask them to list up to five reasons why they admire that person so much. Some reasons might be shared with the whole group.</p> <p>In the story, Ruth is devoted to her mother-in-law. Could the qualities she saw in Naomi have encouraged her to trust Naomi's God?</p>	<p>Ask pupils to draw around their hand on a sheet of paper. Write 'LOYALTY' across the palm. On each finger and thumb write a word or phrase to show what it means to be loyal to someone. Share ideas. Ruth showed great loyalty to Naomi, and also to Naomi's God, but each girl had to make their own decision.</p>
COMPLETE IT	<p>Present the Bible Story</p> <p>Discuss and Explain:</p> <ol style="list-style-type: none"> 1. Ruth and Naomi are on their way back to Bethlehem. Then Ruth expressed her love for Naomi, her commitment to Naomi's people and her trust in Naomi's God. Only death would separate them (See Key Verses). 2. There was excitement in Bethlehem when Naomi and Ruth returned, just as barley harvest was beginning (1: 19). 3. Names often have meanings; sometimes the name suits the person, sometimes not. Naomi means 'pleasant' but now she wanted to be called Mara, which means 'bitter'. 4. Naomi had reasons for wanting her name changed; she had gone away 'full', with her husband and sons, but come back 'empty', without them. She was experiencing difficulties and sadness in her life (1: 20-21). 5. Ruth was willing to work in order to provide for herself and Naomi. She found herself working in the fields of Boaz, a wealthy farmer who was, in fact, related to Elimelech (2: 1-3). 6. Consider how God was working in Ruth's life bringing her to Bethlehem and leading her to the field where she would meet Boaz. <p>Explain the Key Verses and encourage pupils to learn them.</p> <p>Complete Lesson 2.</p> <p>Show it: see FBI links in Appendix B – The Widows Return</p>	<p>Present the Bible Story</p> <p>Discuss and Explain:</p> <ol style="list-style-type: none"> 1. There was a tearful farewell as Orpah decided to return to her family and their false gods (1: 14). 2. Ruth made a declaration of her loyalty to Naomi, her desire to live with her, to accept Naomi's people as her own, to trust Naomi's God as her God, to die where Naomi died. Only death would separate them (Key Verses). 3. It is important to be loyal to family and friends but the Bible teaches that commitment to Jesus is even more important. 4. The arrival of Naomi and Ruth in Bethlehem caused a stir. It was the start of the barley harvest. Naomi requested to be called Mara meaning 'bitter', rather than Naomi which meant 'pleasant'. She had left Bethlehem 'full', with husband & sons, but come back 'empty' – from married and secure to widowed and poor (1: 19-22). 5. Painful circumstances were needed to take Naomi on her path back to God. She admitted the mistakes of the past, and God, in His kindness, brought her safely home. <p>Explain the Key Verses and encourage pupils to learn them.</p> <p>Complete Study 2.</p> <p>Show it: see FBI links in Appendix C – Naomi returns to God.</p>
REVIEW IT	<p>In pairs, carry out a mock interview with Naomi, each thinking of 2 or 3 questions to ask her.</p>	<p>Write a short article for the Bethlehem News, giving it the title 'Disillusioned Widow Returns Home'.</p>
LIVE IT	<p>How does the lesson challenge Christians today? Discuss.</p> <ol style="list-style-type: none"> 1. Difficulties in life do not always come because of the bad choices we have made, but, if we do make bad choices, what should we do to repair the situation? 2. How might trust in God help us when we have to face new situations e.g. changing schools, a change in home circumstances? 	<p>How does the lesson challenge Christians today? Discuss.</p> <ol style="list-style-type: none"> 1. Why do you think Naomi inspired such loyalty in Ruth? What do others see in us? 2. Read Luke 15: 11-24 or 1 John 1: 9. What do these verses teach about God's forgiveness?

Level 3-4	C5 - LEVEL 3 Lesson 3 – Ruth Topic – The wealthy relative	C5 - LEVEL 4 Study 3 – Ruth Topic – Widows guided by God
	<p>Bible Focus: <i>Ruth 2: 1-23</i></p> <p>Key Verse: <i>Ruth 2: 20</i></p> <p>We are learning that:</p> <ol style="list-style-type: none"> 1. God looked after Ruth and Naomi by bringing Ruth to a field belonging to Boaz, a relative, who would be kind to her and protect her from harm. 2. When Christians find life difficult, they can trust God to direct them for the best. 	<p>Bible Focus: <i>Ruth 2: 1-23</i></p> <p>Key Verse: <i>Ruth 2: 20</i></p> <p>We are learning that:</p> <ol style="list-style-type: none"> 1. Harvest time gave Ruth a good employment opportunity to provide for Naomi and herself. 2. Boaz is generous in his care and provision for Ruth, a stranger, recognising her hard work and loyalty.
INTRODUCE IT	Imagine you are on your way to your first day in a new job in a foreign land. Discuss in groups/pairs what would be going through your mind. What would be your three main concerns?	Discuss in groups: Is work good for us, or is it just a 'necessary evil'? OR In pairs, employer and employee, discuss what standards each would expect to find in the other.
COMPLETE IT	<p>Present the Bible Story</p> <p>Discuss and Explain:</p> <ol style="list-style-type: none"> 1. Ruth volunteered to work in order to support Naomi and herself. She went to the field belonging to Boaz. Reapers cut the grain and servant girls followed behind to tie the stalks of grain into sheaves. Any stalks that were missed by the girls were to be left for the poor, widows, etc. to collect/glean (2: 1-3). 2. Boaz, the owner of the field, noticed Ruth, asked who she was and was given a report of her hard work by the foreman (2: 5-7). 3. Boaz showed kindness to Ruth. He told her to stay with his servant girls and to drink water when she was thirsty. He told his men not to touch her and gave her bread and roasted corn at mealtimes (2: 8-9). 4. Ruth was overwhelmed by this kindness, which, as a stranger, she felt she did not deserve – for Christians this is a picture of God's love and grace (His undeserved favour) to us (2: 10-13). 5. Boaz admired Ruth's loyalty to Naomi and the God she had come to trust. 6. Naomi was delighted at Ruth's successful day and the news of Boaz (2: 17-20). 7. This story shows that God had a plan and was directing their lives. <p>Explain the Key Verse and encourage pupils to learn it.</p> <p>Complete Lesson 3.</p> <p>Show it: see FBI links in Appendix B – The Wealthy Relative.</p>	<p>Present the Bible Story</p> <p>Discuss and Explain:</p> <ol style="list-style-type: none"> 1. Israelite law said that the edges of the field were not to be harvested. Any stalks dropped by the servant girls as they tied the sheaves were to be left for widows and the poor, like Ruth, to collect (called gleaning) (2: 1-3). 2. Ruth 'happened to be' (God's plan?) working in a field belonging to Boaz, a relative of Elimelech. He noticed and asked about Ruth and was told, by the foreman, of her hard work (2: 5-7). 3. Boaz showed kindness to Ruth. He told her to stay with his servant girls and to drink water when she was thirsty. He told his men not to touch her and gave her bread and roasted corn at mealtimes (2: 8-9). 4. Ruth was overwhelmed by this kindness, which, as a stranger, she felt she did not deserve (2: 10-13). Discuss how God's undeserved favour has been shown in a Christian's life. 5. As a godly man, Boaz admired Ruth's hard work, her loyalty to Naomi and her commitment to God 'under whose wings she had come to trust' (2: 11-12). 6. Naomi was delighted to hear about Boaz (Key Verse). 7. Ruth had found herself gleaning in the field of Boaz, a relative of Elimelech. In this, and in the timing of their arrival, we see that God was working for their good. <p>Explain the Key Verse and encourage pupils to learn it.</p> <p>Complete Study 3.</p> <p>Show it: see FBI links in Appendix C– Widows guided by God.</p>
REVIEW IT	Working in pairs, write out five quiz questions based on today's lesson. Two groups could then test each other with their quizzes.	'My first day at work in Bethlehem'. Imagine you are Ruth writing her diary at the end of the day. What thoughts or impressions would she have recorded?
LIVE IT	<p>How does the lesson challenge Christians today? Discuss.</p> <ol style="list-style-type: none"> 1. Trusting God did not make Ruth lazy. Can a Christian expect God to help them in exams if they have not worked hard in revision? 2. A student from another country joins your class. Would you help and befriend them as Boaz did with Ruth? 	<p>How does the lesson challenge Christians today? Discuss.</p> <p>In one day Ruth collected nearly 10kg of barley – that took a lot of repetitive, back-breaking work! Read Colossians 3: 22-24. How should Ruth's example and these verses influence our attitude to work?</p>

Level 3-4	C5 - LEVEL 3 Lesson 4 – Ruth Topic – The will of God	C5 - LEVEL 4 Study 4 – Ruth Topic – Boaz and Ruth blessed by God
	<p>Bible Focus: <i>Ruth 3: 1-18 & 4: 1-17</i></p> <p>Key Verse: <i>Psalms 37: 5</i></p> <p>We are learning that:</p> <ol style="list-style-type: none"> 1. Naomi wanted a secure future for Ruth so she helped to arrange a marriage and also the return of Elimelech's land to Ruth. 2. God blessed Ruth and Naomi. Having chosen to follow God rather than idols, Ruth eventually became a direct ancestor of Jesus. 	<p>Bible Focus: <i>Ruth 3: 1-18 & 4: 1-22</i></p> <p>Key Verse: <i>Ruth 4: 10</i></p> <p>We are learning that:</p> <ol style="list-style-type: none"> 1. Naomi wanted to secure Ruth's future. She saw in their relative Boaz a potential 'kinsman-redeemer' - one who would buy their land and marry Ruth so that the land did not leave the family. 2. Ruth & Naomi are blessed beyond expectation. Their choice to follow God rather than idols, made them part of God's plan of salvation.
INTRODUCE IT	Ask pupils to build up their 'family tree' on a sheet of paper. See if anyone can trace back through the generations to their great-grandparents.	There are some cultures where parents are involved in arranging marriage for their children. In pairs or groups, discuss the advantages & disadvantages of doing this.
COMPLETE IT	<p>Present the Bible Story</p> <p>Discuss and Explain:</p> <ol style="list-style-type: none"> 1. Naomi's plan was for Ruth to approach Boaz, asking him to be their kinsman-redeemer i.e. to buy back Elimelech's land and to marry Ruth (3: 1-2). 2. It was evening at harvest time. After eating and drinking, Boaz would sleep by the pile of grain to protect it from thieves. 3. Naomi told Ruth to be dressed in her best, to go to Boaz, who was sleeping beside the grain. Ruth was obedient, went to Boaz, lay down and waited (3: 3-6). 4. Boaz awoke suddenly during the night to find Ruth at his feet. She asked that he cover her with a corner of his cloak as a sign that, he would act as their kinsman-redeemer (3: 9). 5. He promised to help, but there was a closer relative who must first be asked. Boaz kindly sent Ruth home at dawn with some grain for Naomi (3: 10-15). 6. Next morning Boaz met with ten elders and the other kinsman at the town gate. Since this man did not want to marry Ruth, Boaz agreed to do so and to buy the land for her (4: 1-6). 7. Naomi was delighted when they had a child, called Obed, whose grandson would be King David (4: 16-17). <p>Explain the Key Verse and encourage pupils to learn it.</p> <p>Complete Lesson 4.</p> <p>Show it: see FBI links in Appendix B – The Will of God.</p>	<p>Present the Bible Story</p> <p>Discuss and Explain:</p> <ol style="list-style-type: none"> 1. Naomi had a concern for their future – the need for a 'kinsman-redeemer' to buy their land and marry Ruth, so keeping the land within the family. She suggested that Ruth approach Boaz privately with this request at the end of the day (3: 1-2). 2. After threshing the grain, the men would eat, drink and sleep beside the pile of grain to deter thieves. 3. Ruth washed, perfumed and dressed in her best, as a bride would be, and went to Boaz as he slept beside the grain. Uncovering his feet as instructed by Naomi she too lay down, waiting (3: 3-6). 4. Startled by something Boaz woke to find Ruth lying at his feet. She asked that he cover her with a corner of his cloak as a sign that, he would act as their kinsman-redeemer (3: 9). 5. Boaz was eager to help but a closer relative must first be asked. Ruth was sent home at dawn with grain for Naomi (3: 10-15). 6. Next morning, Boaz met at the town gate with ten elders and the other kinsman. As this man did not want to marry Ruth, Boaz would; the bargain was sealed by the removal of a sandal (4: 1-8). 7. Naomi was delighted when they had a child, called Obed, whose grandson would be King David (4: 16-17). <p>Explain the Key Verse and encourage pupils to learn it.</p> <p>Complete Study 4</p> <p>Show it: see FBI links in Appendix C – Boaz and Ruth blessed by God.</p>
REVIEW IT	Make a bookmark, writing on it some part of the Key Verse . As you work, think how Ruth's story illustrates this verse.	In pairs or small groups, prepare a TV interview with Boaz and Ruth after their marriage. What might the girls like to ask Ruth, and the boys like to ask Boaz?
LIVE IT	<p>How does the lesson challenge Christians today? Discuss.</p> <p>1,000 years later, also in Bethlehem, God allowed His son to be born into a family descended from Boaz and Ruth. A girl from Moab, who had once worshipped idols, becomes part of the story of God's plan for salvation!</p> <ol style="list-style-type: none"> 1. How important was Ruth's decision to trust in God? 2. How important are the decisions we make? 	<p>How does the lesson challenge Christians today? Discuss.</p> <p>Read 1 Corinthians 6: 19-20 & 1 Peter 1: 18-19.</p> <ol style="list-style-type: none"> 1. According to the Bible's teaching in these verses, what price did Christ pay to redeem us, to bring us back into God's family? 2. How should these verses be reflected in our attitudes and the choices we make day by day?

Level 3-4	C6 – LEVEL 3 Lesson 1 – Samuel Topic – Praying to God	C6 – LEVEL 4 Study 1– Samuel Topic – Praying to God
	<p>Bible Focus: 1 Samuel 1: 1-28</p> <p>Key Verses: 1 Samuel 1: 10-11</p> <p>We are learning that:</p> <ol style="list-style-type: none"> Hannah prayed to God for a son. The Bible says that God hears and answers our prayers in our time of need. 	<p>Bible Focus: 1 Samuel 1: 1-28</p> <p>Key Verses: Matthew 6: 5-8</p> <p>We are learning that:</p> <ol style="list-style-type: none"> Hannah prayed to God for a son. God listened to Hannah and answered her prayer. The Bible teaches that God hears and answers our prayers too.
INTRODUCE IT	List the top 5 things that you think people pray for. Then discuss your ideas with the group.	Discuss the following, first in pairs, then join with another pair to hear their ideas: <ol style="list-style-type: none"> Why do people pray? Does it matter how you pray? What do most people pray for? When do people pray?
COMPLETE IT	<p>Present the Bible Story</p> <p>Discuss and Explain:</p> <ol style="list-style-type: none"> Elkanah had two wives – Peninnah and Hannah. Peninnah had children but Hannah did not (1: 1-2). When they visited the House of the Lord, Hannah became very upset because Peninnah tormented her. She cried and prayed to God (1: 2-10). Hannah promised God that if he gave her a son, she would give him to God. Eli the priest misjudged Hannah and thought she was drunk, because her lips were moving but she was not saying anything. Hannah explained that she was pouring out her heart to God. Eli realised she was speaking the truth and blessed her (1: 12-18). God remembered Hannah and gave her a son of her own. Hannah named him Samuel and kept her promise, giving him to the Lord (1: 20). The Bible teaches that we can bring all our problems to God in prayer. He may not answer in the way we might expect, but His ways are best. <p>Explain the Key Verses and encourage pupils to learn them.</p> <p>Complete Lesson 1.</p> <p>Show it: see FBI links in Appendix B – Praying to God.</p>	<p>Present the Bible Story</p> <p>Discuss and Explain:</p> <ol style="list-style-type: none"> Elkanah had two wives – Peninnah and Hannah. Peninnah had children but Hannah did not (1: 1-2). When they visited the House of the Lord, Hannah was so upset. She brought her problem honestly before God, crying out to Him in her time of need (1: 2-10). Hannah was so desperate that she promised God that if he gave her a son, she would give him to God. Eli the priest misjudged Hannah and thought she was drunk, because her lips were moving but she was not saying anything. Hannah explained that she was pouring out her heart to God. Eli realised she was speaking the truth and blessed her (1: 12-18). God chose to answer Hannah's prayer, with its attached promise. He gave her a son of her own. Hannah named him Samuel and kept her promise, giving him to the Lord (1: 20). Explain that Christians do not advocate 'bargaining' with God. How He chooses to answer prayer is in his will and is not based on human understanding. <p>Explain the Key Verses and encourage pupils to learn them.</p> <p>Complete Study 1.</p> <p>Show it: see FBI links in Appendix C – Praying to God.</p>
REVIEW IT	Create a cartoon strip of this story for a wall display. Use at least 6 pictures with captions and speech bubbles where appropriate. This could be done in pairs or a small group.	In pairs, create a fact sheet showing what you have learned about prayer from this lesson. Try to think of at least 10 bullet points and display them thoughtfully.
LIVE IT	<p>How does the lesson challenge Christians today? Discuss.</p> <ol style="list-style-type: none"> Hannah turned to God when she was upset and distressed. Can we do the same? How important is prayer to each of us? Hannah kept her promise to give her son to God – do we always keep our promises? Should we make promises to God? 	<p>How does the lesson challenge Christians today? Discuss.</p> <ol style="list-style-type: none"> When was the last time you made a promise? Did you keep it? Should we make promises to God? From the Key Verses in Matthew 6: 5-8, what principles are outlined about prayer? Hannah resolved to leave her problem with God; her honesty and the encouragement she received from Eli helped ease her discouragement. What can we learn from this?

Level 3-4	C6 – LEVEL 3 Lesson 2 - Samuel Topic – Growing before God	C6 – LEVEL 4 Study 2 – Samuel Topic – Growing before God
	<p>Bible Focus: 1 Samuel 2: 1-2, 18-21, 26, 34</p> <p>Key Verse: Proverbs 3: 5-6</p> <p>We are learning that:</p> <ol style="list-style-type: none"> Hannah was blessed by God and gave thanks for the birth of Samuel. She willingly gave Samuel back to God, to serve Him. Samuel grew and found favour with God. The Bible says that God honours those who honour Him. 	<p>Bible Focus: 1 Samuel 2: 1-36</p> <p>Key Verse: 1 Samuel 2: 30</p> <p>We are learning that:</p> <ol style="list-style-type: none"> Hannah was blessed by God and gave thanks for the birth of Samuel. She fully believed that Samuel's life was from God and so she willingly gave him back to serve Him. By praising God for His goodness to her, Hannah acknowledged His control over her life.
INTRODUCE IT	<p>What things do Christians thank/praise God for? See if you can make a list. How do they choose to show their thanks? What does it mean to 'honour' someone? (Hold in high regard, treat with respect.)</p>	<p>Think of ways in which you can show your thanks to someone. How do they know that you're truly thankful? How do we know that Hannah was truly thankful to God?</p>
COMPLETE IT	<p>Present the Bible Story</p> <p>Discuss and Explain:</p> <ol style="list-style-type: none"> Hannah rejoiced that God had given her a son. She thanked God for all that He is and all that He had done for her (2: 1-11). Samuel was brought up serving God in the House of God. Each year, his mother would visit and bring him a "little robe" (2: 18-19). Eli asked God to give Hannah more children. God blessed Hannah with 5 more children (2: 20-21). Samuel worked hard and found favour with the Lord (2: 26). Eli's sons sinned and were punished by God (2: 34). Think about the difference between Samuel who pleased God and Eli's sons, who disobeyed God's commands and would be punished. <p>Explain the Key Verses and encourage pupils to learn them.</p> <p>Complete Lesson 2.</p> <p>Show it: see FBI links in Appendix B – Growing before God.</p>	<p>Present the Bible Story</p> <p>Discuss and Explain:</p> <ol style="list-style-type: none"> Hannah rejoiced that God had given her a son. She thanked God for all that He is and all that He had done for her (2: 1-11). She was happy that she had kept her word and given Samuel to the Lord. Samuel was brought up serving God in the House of God. Hannah did not forget about her son; each year, she would visit and bring him a "little robe" that she had made (2: 18-19). Eli asked God to give Hannah more children. God blessed her with three sons and two daughters (2: 20-21). Samuel worked hard and found favour with the Lord (2: 26). Eli's sons sinned and were punished by God. They disobeyed the commands that God had given with regard to their priestly duties; they were immoral priests (2: 34). Think about the difference between Samuel who pleased God and Eli's sons, who disobeyed God's commands. They knew better but they continued to cheat, seduce and rob the people. <p>Explain the Key Verse and encourage pupils to learn it.</p> <p>Complete Study 2.</p> <p>Show it: see FBI links in Appendix C – Growing before God.</p>
REVIEW IT	<ol style="list-style-type: none"> How can a Christian honour God in their decisions? Discuss in pairs and then with the whole group. Create a spider diagram showing the ways Hannah honoured God in her life. 	<ol style="list-style-type: none"> Read Psalm 103: 1-5. What things does David praise God for in these verses? Is it possible to honour God in mundane, ordinary tasks as well as the 'obviously Christian' tasks?
LIVE IT	<p>How does the lesson challenge Christians today? Discuss.</p> <ol style="list-style-type: none"> Look at Colossians 3: 23. What attitude does the Bible say we should have in our work and studies? What lessons do you think a Christian parent could learn from the relationship between Eli and his sons? 	<p>How does the lesson challenge Christians today? Discuss.</p> <ol style="list-style-type: none"> Discuss the attitude a Christian should have to their work and studies. Look at Colossians 3: 23. Eli was not only guilty before God as a father, for not disciplining his sons, but also as a high priest for ignoring the sins of the priests under his jurisdiction. What do you think a Christian parent/boss can learn from this example?

Level 3-4	C6 – LEVEL 3 Lesson 3 – Samuel Topic – Listening to God	C6 – LEVEL 4 Study 3 – Samuel Topic – Listening to God
	<p>Bible Focus: 1 Samuel 3: 1-21</p> <p>Key Verse: 1 Samuel 3: 10</p> <p>We are learning that:</p> <ol style="list-style-type: none"> The Bible tells us that God began to speak to Samuel. Christians believe that God still speaks to people today through the Bible. 	<p>Bible Focus: 1 Samuel 3: 1-21</p> <p>Key Verse: 1 Samuel 3: 10</p> <p>We are learning that:</p> <ol style="list-style-type: none"> The Bible tells us that God began to speak to Samuel. Christians believe that God still speaks through the Bible, to those who listen to Him.
INTRODUCE IT	<p>Ask the pupils how good they are at listening. Read to them slowly a list of 20 words on any topic (e.g. food, animals, etc.) When you have finished, give them 2 minutes to write down as many of the words as they can remember. See if anyone wrote down a word you did not say. See who got the most correct answers.</p>	<p>Ask pupils to think of a person they know who is a good listener. Why have they chosen that particular person? How can they tell that the person is really listening? Ask “Are they good listeners?”</p>
COMPLETE IT	<p>Present the Bible Story</p> <p>Discuss and Explain:</p> <ol style="list-style-type: none"> Samuel was just a boy who did not yet know God when the events in this chapter took place. One night, when he was lying down, Samuel heard a voice calling his name (3: 1-4). Thinking it was Eli, Samuel got up and ran to him to see what he wanted. Eli said he had not called (3: 6). This happened three times, before Eli realised that God was calling Samuel, so he told Samuel what to say the next time (3: 8-9). God called Samuel again and this time Samuel answered him, just as Eli had told him (3: 10). God gave Samuel a message about what would happen soon to Eli’s family (3: 11-14). In the morning Samuel had to tell Eli the message. He was afraid but Eli told him not to hide anything (3: 15-18). Over the years, God continued to speak to Samuel and he became recognised as a prophet of God (3: 19-21). Explain that in those days, when they had no Bible, God spoke directly to people He had chosen. Sometimes they were called prophets and their task was to bring the message they had heard to others. <p>Explain the Key Verse and encourage pupils to learn it.</p> <p>Complete Lesson 3.</p> <p>Show it: see FBI links in Appendix B – Listening to God.</p>	<p>Present the Bible Story</p> <p>Discuss and Explain:</p> <ol style="list-style-type: none"> Samuel was just a boy, who did not yet have a personal relationship with God. One night, when he was lying down, Samuel heard a voice calling his name (3: 1-4). Thinking it was Eli, Samuel got up and ran to him to see what he wanted. Eli said he had not called (3: 6). This happened three times, before Eli realised that God was calling Samuel so he told Samuel what to say the next time (3: 8-9). God called Samuel again and this time Samuel answered him, just as Eli had told him (3: 10). God gave Samuel a message about what would happen soon to Eli’s family (3: 11-14). It may seem strange that God chose to speak to the child Samuel rather than Eli, the more experienced priest. God’s decision to speak to certain people in the Bible is based on their faith, not age or position. In the morning, Samuel had to tell Eli the message. He was afraid but Eli told him not to hide anything (3: 15-18). Over the years, God continued to speak to Samuel and he became recognised as a prophet of God (3: 19-21). Explain that in those days, when they had no Bible, God spoke directly to people He had chosen. Sometimes they were called prophets and their task was to bring the message they had heard to others. <p>Explain the Key Verse and encourage learning it.</p> <p>Complete Study 3.</p> <p>Show it: see FBI links in Appendix B – Listening to God</p>
REVIEW IT	<p>Read 2 Timothy 3: 16. According to this verse, why is it important for Christians to read the Bible regularly? How can they encourage others in this task?</p>	<p>Read Job 33: 14-18 and Luke 6: 46-49. Discuss why and how God speaks to people today. Why is it important for Christians to study the Bible regularly? In pairs come up with ways Christians can help each other to do this.</p>
LIVE IT	<p>How does the lesson challenge Christians today? Discuss.</p> <ol style="list-style-type: none"> Samuel was ready to listen to God and act upon what He told him. How can Christians follow his example? Samuel was young when God first spoke to Him. Does a person’s age have any consequence when it comes to God fulfilling His plans? 	<p>How does the lesson challenge Christians today? Discuss.</p> <ol style="list-style-type: none"> Read James 1: 19-27. In what ways do these verses reflect Samuel’s attitude to hearing God’s voice and doing what He says? How can a Christian today follow his example?

Level 3-4

	C6 – LEVEL 3 Lesson 4 – Samuel Topic – Working for God	C6 – LEVEL 4 Study 4 – Samuel Topic – Working for God
	<p>Bible Focus: <i>1 Samuel 8: 1-9, 9: 1-8, 14-27, 10: 1</i></p> <p>Key Verse: <i>1 Samuel 9: 6</i></p> <p>We are learning that:</p> <ol style="list-style-type: none"> God directed Samuel to anoint a king over Israel. Samuel played an important part in history because of his relationship with God. Christians believe that following God closely gives their lives purpose. 	<p>Bible Focus: <i>1 Samuel 8: 1-10, 9: 1-27, 10: 1</i></p> <p>Key Verse: <i>1 Samuel 9: 6</i></p> <p>We are learning that:</p> <ol style="list-style-type: none"> God directed Samuel to anoint a king over Israel. Christians believe that following God closely gives their lives purpose.
<p>INTRODUCE IT</p>	<p>Play a short game of 'Follow the leader'. Select a pupil to be the 'leader'. They then lead the others around the room, making actions and noises that the others must copy. Play two quick rounds of this, with a different 'leader' each time.</p> <p>Settle pupils back in their seats and ask them to come up with a list of characteristics that they think a good leader should have. Number them in order of importance and discuss your ideas with the whole group. Alternatively, this can be done in pairs.</p>	<p>In pairs, list 5 characteristics a good leader should have, and then 5 characteristics of a bad leader.</p> <p>Compare answers with the group and discuss.</p>
<p>COMPLETE IT</p>	<p>Present the Bible Story</p> <p>Discuss and Explain:</p> <ol style="list-style-type: none"> Sadly, Samuel's sons were no different to Eli's sons, and were not good leaders to take over from Samuel now that he was an old man (8: 1-2). The people of Israel asked Samuel to appoint a king to rule over them, but Samuel was not very happy (8: 6). Also, God was displeased because the people had rejected Him as their king (8: 6-9). God told Samuel to warn the people what a king would do once he had obtained power (8: 10-18). But the people refused to listen. Saul, a Benjamite, went out to look for his father's donkeys which were lost. He covered many miles but could not find them (9: 1-5). Saul's servant suggested that they go to Samuel for help because he was a respected prophet of God (9: 6). God led Saul to meet Samuel and told Samuel that this was the man He had chosen to be king. Samuel ate with Saul and then he anointed him king (9: 14-27, 10: 1). Samuel was a great prophet and judge. Christians believe that the secret of his greatness was his close relationship with God. <p>Explain the Key Verse and encourage pupils to learn it.</p> <p>Complete Lesson 4.</p> <p>Show it: see FBI links in Appendix B – Working for God.</p>	<p>Present the Bible Story</p> <p>Discuss and Explain:</p> <ol style="list-style-type: none"> Samuel recognised that his own sons were not godly men – they could not lead Israel. The people of Israel wanted laws, an army, a human monarch in the place of God (8: 6). God was displeased because the people had rejected Him and were serving other gods (8: 6-9). Despite Samuel's warnings (8: 10-18), the people refused to listen. They had forgotten that they were to be 'set apart' for God, not like the nations around them. Saul's father was very wealthy, and his many donkeys were evidence of that wealth (9: 1-5). Saul's lack of knowledge about Samuel may suggest that he was not interested in spiritual matters (9: 6). God orchestrated a divine appointment between Samuel and Saul – this was not a chance meeting (9: 14-27, 10: 1). Samuel stayed close to God and was used mightily by Him. Saul in later chapters, reveals a lack of commitment to his calling as he struggles with jealousy, insecurity, deceit and arrogance <p>Explain the Key Verse and encourage pupils to learn it.</p> <p>Complete Study 4.</p> <p>Show it: see FBI links in Appendix C – Working for God.</p>
<p>REVIEW IT</p>	<p>Discuss: What have you learned from this lesson about how a Christian can develop their relationship with God?</p> <p>Think about the characteristics of Samuel that you admire. Create a poster to display these, using either words or pictures, or a combination of both.</p>	<p>Read Psalm 15. What sort of person does God call His followers to be?</p> <p>Make a table with two columns. In one column, list all the things this Psalm says we should do. In the second column, list the things the Psalm says we should not do.</p>
<p>LIVE IT</p>	<p>How does the lesson challenge Christians today? Discuss.</p> <p>The people wanted a powerful human leader; they had forgotten that God was in control. Are Christians guilty of looking to human leaders today?</p>	<p>How does the lesson challenge Christians today? Discuss.</p> <ol style="list-style-type: none"> What can Christians learn from Samuel's example in this story? Saul achieved greatness yet was far from a godly example. How can Christians stay close to God?

Appendix A - Level 0 & 1 Free Bible Images

	Title	Story Images	Suggested slides to use or omit
C5	Ruth & Samuel	Ruth	
		https://www.freebibleimages.org/illustrations/ls-ruth-naomi/	(slide 1-6)
		Ruth and Boaz	
		https://www.freebibleimages.org/illustrations/ls-ruth-naomi/	(slide 7-8)
		https://www.freebibleimages.org/illustrations/ls-ruth-boaz/	(slide 6-8)
		Hannah prays to God	
		https://www.freebibleimages.org/illustrations/moody-samuel/	(slide 1-8)
		https://www.freebibleimages.org/illustrations/isc-buildings/	(temple - slide 2)
		God calls Samuel	
		https://www.freebibleimages.org/illustrations/moody-samuel/	(slide 9-12, 17-28)
	https://www.freebibleimages.org/illustrations/isc-men2/	(Eli - e.g. slide 10, young Samuel - slide 17)	
C6	David	Choosing a king	
		https://www.freebibleimages.org/illustrations/ls-david-anointed/	
		https://www.freebibleimages.org/illustrations/ls-david-sheep/	(e.g. slide 2 or 3)
		Fighting Goliath	
		https://www.freebibleimages.org/illustrations/ls-david-goliath/	(slide 1-2)
		https://www.freebibleimages.org/illustrations/rg-david-goliath/	(slide 1-3, 5-7, 9)
		Defeating Goliath	
		https://www.freebibleimages.org/illustrations/ls-david-goliath/	(slide 3-6)
		https://www.freebibleimages.org/illustrations/ls-david-lion/	
		https://www.freebibleimages.org/illustrations/rg-david-goliath/	(slide 9, 11-26; slide 25-26 may be inappropriate)
	Living with Saul		
	https://www.freebibleimages.org/illustrations/rg-david-goliath/	(slide 31)	
	https://www.freebibleimages.org/illustrations/ls-david-saul/	(slide 5, 1-4)	

Appendix A - Level 2 Free Bible Images

	Title	Story Images	Suggested slides to use or omit
C5	Ruth & Samuel	Ruth	
		https://www.freebibleimages.org/illustrations/ruth-1/	(slide 4 may be inappropriate)
		Ruth and Boaz	
		https://www.freebibleimages.org/illustrations/ruth-2/	(slide 1-4, 7-11)
		https://www.freebibleimages.org/illustrations/ruth-3/	(slide 5, 11)
		Hannah prays to God	
		https://www.freebibleimages.org/illustrations/moody-samuel/	(slide 1-8)
		https://www.freebibleimages.org/illustrations/samuel-born/	(slide 1-11)
		Samuel hears God's call	
		https://www.freebibleimages.org/illustrations/moody-samuel/	(slide 9-13, 15, 17-28)
https://www.freebibleimages.org/illustrations/samuel-born/	(slide 12-13)		
https://www.freebibleimages.org/illustrations/samuel-listens/	(slide 1-2, 7-16)		
C6	David	Choosing a King	
		https://www.freebibleimages.org/illustrations/samuel-david-anointed/	(slide 3-12)
		Fighting Goliath	
		https://www.freebibleimages.org/illustrations/david-goliath/	(slide 1-5, 7-10)
		https://www.freebibleimages.org/illustrations/ls-david-goliath/	(slide 1-2)
		Defeating Goliath	
		https://www.freebibleimages.org/illustrations/david-goliath/	(slide 5-6, 11-18, 16-18 may be inappropriate)
		https://www.freebibleimages.org/illustrations/ls-david-goliath/	(slide 3-6)
https://www.freebibleimages.org/illustrations/ls-david-lion/			
Living with Saul			
https://www.freebibleimages.org/illustrations/david-jonathan/	(slide 3-5, 8-9)		

Appendix B - Level 3 Free Bible Images

	Title	Story Images	Suggested slides to use or omit
C5	Ruth	Wrong Decisions	
		https://www.freebibleimages.org/illustrations/ruth-1/	(slide 1-8)
		The Widows Return	
		https://www.freebibleimages.org/illustrations/ruth-1/	(slide 9-13)
		https://www.freebibleimages.org/illustrations/ruth-2/	(slide 1-2)
		The Wealthy Relative	
		https://www.freebibleimages.org/illustrations/ruth-2/	
		https://www.freebibleimages.org/illustrations/isc-animals/	(hen and chicks - slide 10)
		The Will of God	
	https://www.freebibleimages.org/illustrations/ruth-3/		
	https://www.freebibleimages.org/illustrations/christmas-jesus-birth/	(slide 15-16)	
C6	Samuel	Praying to God	
		https://www.freebibleimages.org/illustrations/samuel-born/	(slide 1-3, 5, 7-12)
		https://www.freebibleimages.org/illustrations/bible-characters-women/	(e.g. slide 12, 16, 22 or 24)
		Growing before God	
		https://www.freebibleimages.org/illustrations/samuel-listens/	(slide 1-3, 6, 20; slide 20 may be inappropriate)
		https://www.freebibleimages.org/illustrations/bible-characters-young-men/	(e.g. slide 22)
		Listening to God	
		https://www.freebibleimages.org/illustrations/samuel-listens/	(slide 7-16)
Working for God			
	https://www.freebibleimages.org/illustrations/bible-characters-prophets/	(e.g. slide 15 or 18)	
	https://www.freebibleimages.org/illustrations/ten-minute-ot-1/	(slide 48-49)	



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